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CATALOGUE 1895-96.



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STATE NORMAL SCHOOL




AT CHICO, CALIFORNIA.

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STATE NORMAL SCHOOL, CHICO, CALIFORNIA.

SEVENTH ANNUAL

CATALOGUE AND CIRCULAR

OF THE

State Normal School

CHICO, CALIFORNIA,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1896.

SACRAMENTO:

A. J. JOHNSTON, : : : : SUPERINTENDENT STATE PRINTING.

1896.

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1895/96, 1897/98



CALENDAR.

FIFTEENTH TERM.

Begins Wednesday, 9th of September, 1896.

Ends Tuesday, 2d of February, 1897.

Entrance Examinations, Monday and Tuesday, 7th and 8th of September, 1896.

SIXTEENTH TERM.

Begins Wednesday, 3d of February, 1897.

Ends Tuesday, 22d of June, 1897.

Entrance Examinations, Monday and Tuesday, 1st and 2d of February, 1897.

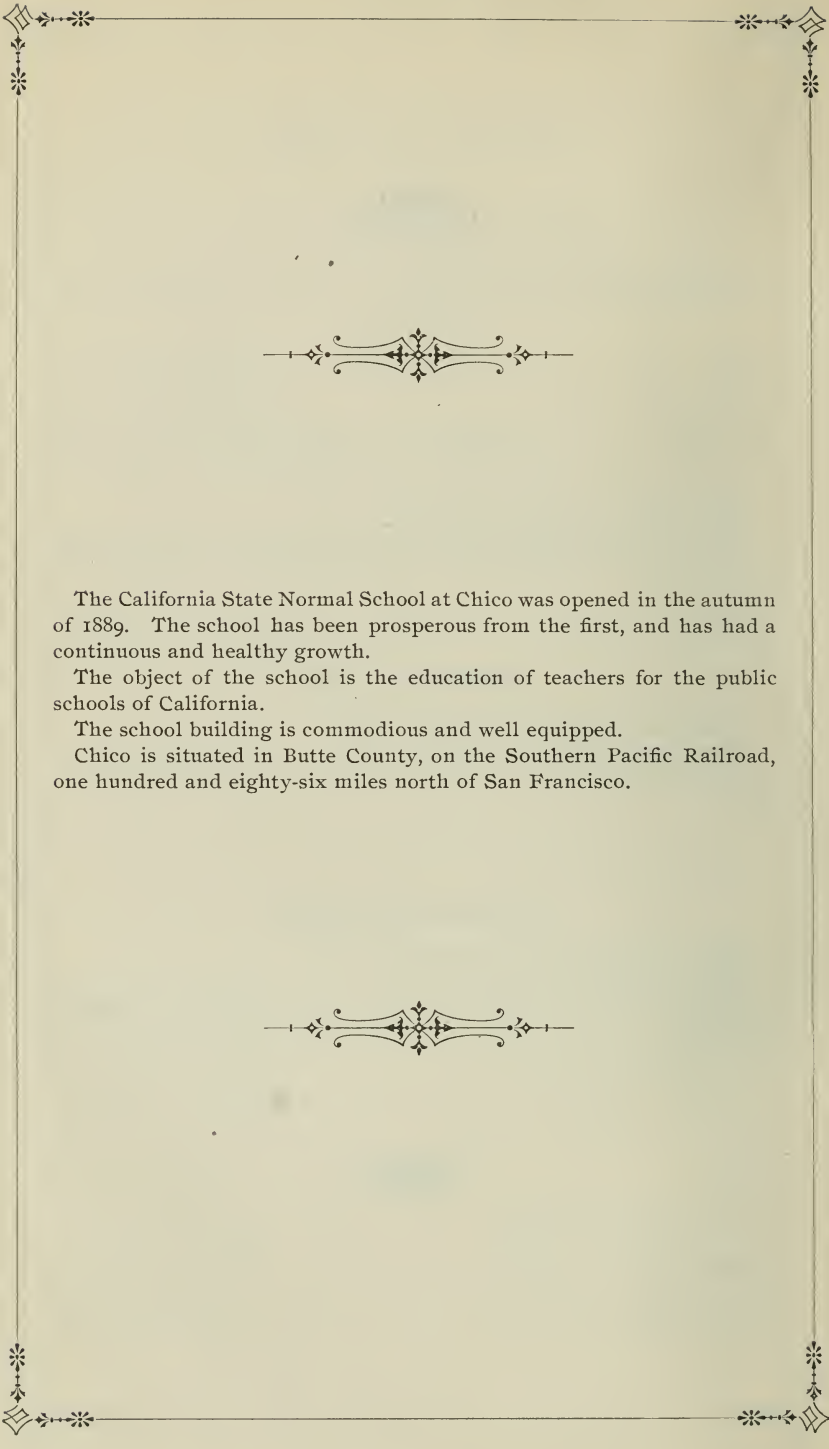
SEVENTEENTH TERM.

Begins Wednesday, 8th of September, 1897.

Ends Tuesday, 1st of February, 1898.

Entrance Examinations, Monday and Tuesday, 6th and 7th of September, 1897.






The California State Normal School at Chico was opened in the autumn of 1889. The school has been prosperous from the first, and has had a continuous and healthy growth.

The object of the school is the education of teachers for the public schools of California.

The school building is commodious and well equipped.

Chico is situated in Butte County, on the Southern Pacific Railroad, one hundred and eighty-six miles north of San Francisco.



CONDITIONS OF ADMISSION AND GRADUATION.

1. Candidates seeking admission to any of the classes in the Normal School must be at least *sixteen years of age* and must possess a *good moral character* and *good bodily health*.

2. Candidates holding any one of the following credentials may be admitted to the first term of the lowest class without examination:

(a) A County Grammar School Diploma.

(b) A High School Diploma.

(c) A Teacher's Certificate of any grade.

(d) A certificate of promotion from the ninth year of California city schools; provided, that the applicant presents a letter of recommendation from the City Superintendent, or, in case of cities having no Superintendent, from the Principal of the school granting the certificate.

(e) Applicants from other States and Territories may also be admitted, at the discretion of the Faculty, when they present certificates or diplomas equivalent to the above.

(f) Graduates of High Schools which are accredited by the State University, will be admitted to advanced standing when they present letters of recommendation from the Principals of the High Schools from which they are graduated.

Such students will be expected to take the entire professional course, requiring three or more terms, according to the ability of the student.

(g) Every person making application for admission as a pupil to the Normal School, must, at the time of making such application, file with the Principal of the School a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

The whole course covers eight terms of twenty weeks each. A new class is formed at the beginning of each term (September and February).

At the meeting of the Joint Board of Normal School Trustees, held April 9, 1895, in Chico, a resolution was introduced, and carried, that it was the sense of the meeting that hereafter all applicants for admission to the Normal Schools should present a physician's certificate regarding their physical condition before being received as pupils.

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who shall accomplish the work prescribed in the course of study a diploma of graduation.

Rights of Those Who Hold California State Normal School Diplomas.

Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in this State.

Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years (ten months counting as one year) in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Primary or Grammar School in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of the Political Code.

Upon presentation of the diploma and document referred to in subdivision third of the above mentioned section, to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of the Political Code.

Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a High School certificate, authorizing the holder to teach in any Primary or Grammar School, and in any High School in this State, except those in which the holder would be required to teach languages other than the English.

Graduates of the State Normal Schools are admitted, without examination, when recommended by the Principal of the school, into provisional standing at the State University and at the Leland Stanford Junior University.

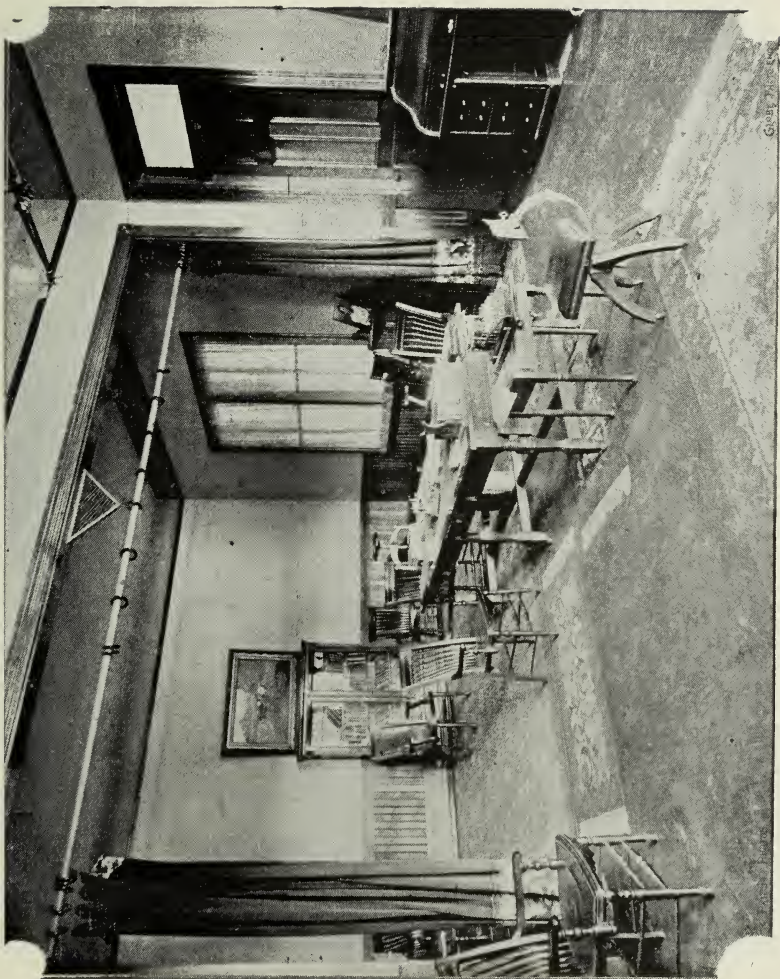
Expenses.

Tuition is free. Board in private families is from sixteen to twenty dollars per month. There are also suites of rooms in which students, by clubbing together, may board themselves, and thus materially reduce expenses.

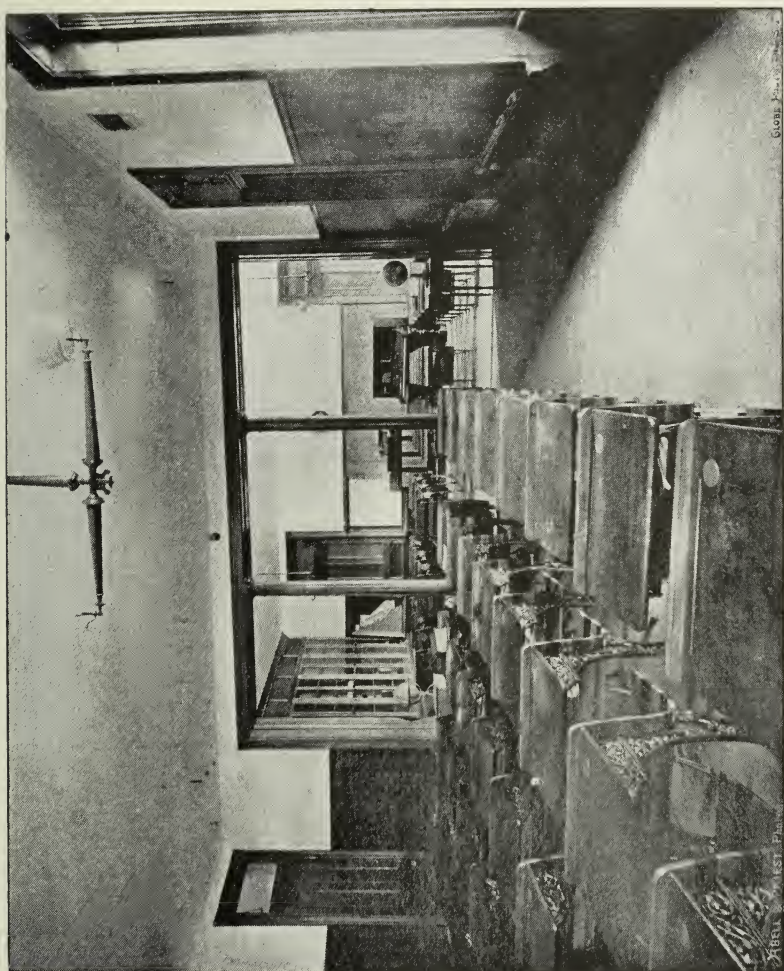
Books cost from five dollars to ten dollars per term, and each student should be prepared to spend from ten to fifteen dollars during the course for material used in the botanical, chemical, and microscopical work.

Boarding.

All students, before engaging board, must consult the Principal or Preceptress. They will be permitted to board only in approved families. When a boarding-place has been selected, students are not expected to change during the term, except for some good reason.



OFFICE AND RECEPTION-ROOM.



ROOM IN THE MODEL AND TRAINING SCHOOL.

Examination for Admission.

Examinations for admission will begin at 9 A. M. on days designated in the calendar. Applicants will be examined in Arithmetic, Grammar, Spelling, U. S. History, and Geography.

Entrance Fee.

A deposit of five dollars is made by all pupils when entering the school. This will be refunded when the pupil leaves the school, less any charges that may be against him for books, supplies, or injury to the property of the school.

Discipline.


The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the Faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

THE TRAINING SCHOOL.

This school is intended for practice in teaching by the pupils in the Normal Department.

It is divided into Primary, Grammar, and Ungraded Departments. The Ungraded Department is especially adapted to those of the Normal pupils who will teach in country schools. The tuition for this department is free. The tuition for the other two departments is as follows: First year, one dollar and fifty cents per quarter; second, third, fourth, and fifth years, two dollars per quarter; sixth, seventh, and eighth years, two dollars and fifty cents per quarter.



COURSE OF STUDY.

The full course covers four years of two terms each, and is as follows :

DEPARTMENT OF ENGLISH. (From 120 to 140 weeks.)

Subjects: Grammar, Composition, Word Analysis, Literature, Reading, Rhetoric.

DEPARTMENT OF SCIENCE. (160 weeks.)

Subjects: Physiology, Microscopy, Physics, Chemistry, Botany, Zoölogy, Geography. Geology and Astronomy optional in place of Chemistry.

DEPARTMENT OF MATHEMATICS. (110 weeks.)

Subjects: Arithmetic, Algebra, Geometry, Bookkeeping.

DEPARTMENT OF EDUCATION. (From 120 to 130 weeks.)

Subjects: Psychology, History of Education, Practice Teaching, Pedagogy, School Law, School Economy.

MISCELLANEOUS. (From 100 to 140 weeks.)

Subjects: Music, Drawing, Sloyd, Clay-Modeling, History, Civics, Physical Culture, Penmanship.

THE ENGLISH COURSE.

The aim of this course is to help the student speak, read, and write his mother tongue with some degree of accuracy and ease. To this end much attention is paid to pronunciation, spelling, reading, and committing to memory and reciting fine passages from the literature read.

The first year the student makes a careful study, grammatical and rhetorical, of the sentences in the text he is reading, and is constantly required to correct his own faulty constructions. The study of words is also based on the text in hand, "The Alhambra" being especially good for this purpose. He is led to distinguish synonyms accurately, and, so far as is possible, to despise cant phrases and "fine writing." He writes constantly in the class, throughout the year, on subjects connected with English work or general school life. He is held to this first year until he has articulate speech, and that speech is English.

The work of the other years is conducted in the same manner; the student is constantly led to see what is in the selection before him, rather than to get his ideas from books about literature.

The readings are illustrated by a fine collection of over four hundred photographs and stereopticon slides; the school has also a good library, a part of which has been carefully selected for carrying out this course.

Every possible means is used to train the student to scholarly habits, and above all, to lead him to a realization in his own life of the might, inspiration, and beauty of noble literature.

DEPARTMENT OF MATHEMATICS.

The pure mathematics of the State Normal Schools of California comprises the sciences of Arithmetic, Algebra, and Geometry, considered as interdependent parts of an entirety; and, being so considered, they are presented, so far as it is possible, inductively; that is, each subject is presented with a view to the establishment of principles and the gaining of power that shall readily introduce the succeeding subjects. Proper stress is placed upon the high rank which mathematics holds, and has held for centuries, as a factor in every well-rounded system of mental culture.

Arithmetic.

In this science a close investigation of its history, methods, principles, and applications is made, having in mind at all times the thought that the pupils are to become teachers. It is insisted upon that there shall be a complete comprehension of the subject, as evidenced by clear presentations by the students themselves, by short and accurate solutions, and by preparing the way for the succeeding subjects. Much attention is given to the language of the students. They are to do briefly and accurately every problem solved, and to explain thoroughly every principle involved. The criticism of the class is invited and expected upon the work of their associates. The impressment is sought of the idea that each subject is simply an expansion of preceding subjects; that the principles already in mind are of universal application; and that, therefore, whatever the students acquire is not for a certain subject nor for the time being, but is so much permanent capital invested, from which they may derive a constant and growing benefit; fractions, being whole parts, are simply expansions of the idea of whole numbers; decimals, being tenths, hundredths, etc., are simply variations of the fractional symbol for the sake of convenience; percentage being, as its name implies, applications on the basis of one hundred, or hundredths, is no new principle at all, but rather business applications of the principles of fractions and decimals. Stress is placed upon the *practical value* of arithmetic.

Algebra.

This science is introduced as a continuation, expansion, and generalization of the principles of arithmetic. The signs $+$ and $-$ are treated, not as indicating different kinds or values of quantities, but rather as indicating opposite directions, opposite uses of the same kinds or values of quantities. The letters employed are simply the representatives of the symbols 1, 2, 3, etc., indefinitely instead of definitely employed for the purpose of reaching general rather than special results, and for the purpose of deducing rules by which all problems of a class may be readily solved. Classification and generalization are prominent objects in view, so that, instead of rambling and unsatisfactory work, there may be a certainty as to the manner of procedure, and a confidence as to the

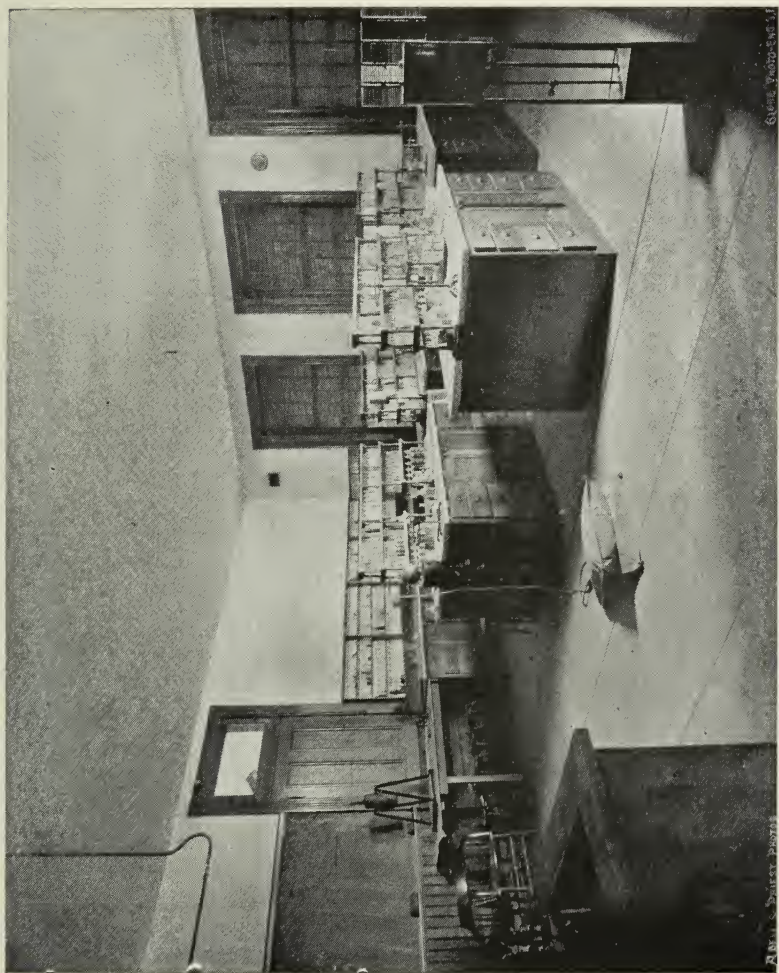
accuracy of the results reached. In the treatment of the simple equation, its applicability to a large class of problems in arithmetic, and the advisability of employing it in arithmetical work, are discussed and made clear. In the treatment of the general equation, its different methods of solution are clearly outlined as applicable to, and in strict conformity with, the general classification; and the theory of equations is sufficiently entered into to enable the students at sight to denominate the class of the equation, the method of solution, and the number of roots or answers. The theory of exponents is considered sufficiently to give a fair working knowledge of the same as integral or fractional, positive or negative, and as logarithms. Stress is placed upon the *disciplinary value* of algebra.

Geometry.

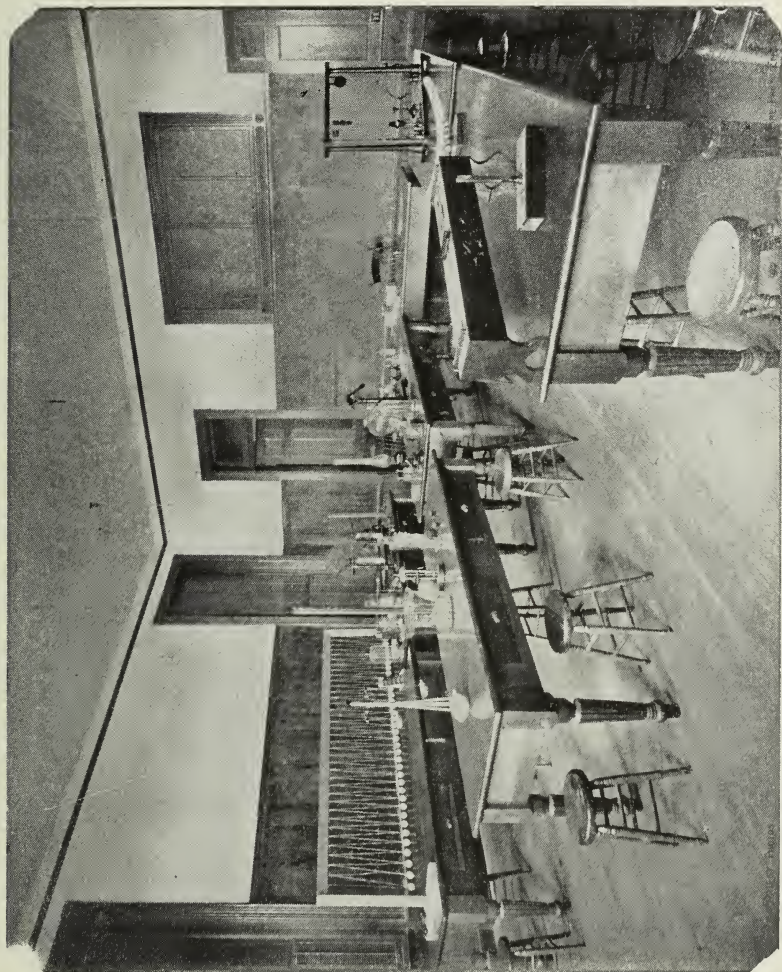
The students are inducted into this science by becoming familiar with its forms, nomenclature, principles, and applications: (1) By observing, classifying, and defining geometrical magnitudes in material forms; (2) by measuring magnitudes, discovering special truths, and inferring general truths therefrom; (3) by forming magnitudes, transforming them into other cognate magnitudes, and inferring general truths regarding the relationship of forms; (4) by paper-cutting, superposing, comparing, and, from these acts, inferring the facts relating to actual and comparative areas; (5) by modeling, infoldment, unfoldment, and inferring therefrom relationships of linear, superficial, and solid contents; (6) by actual practice in the manipulation of instruments, in measuring distances of inaccessible points, lengths of inaccessible lines, areas of fields and other surfaces, and contents of excavations, embankments, vessels, logs, and other solids; and (7) by determining latitude and longitude, motions of planets, etc.

Then follows a rigid course in deductive geometry, in which the purpose is to beget thought, develop the reasoning faculties, and cultivate clear, concise, and logical expression. To this end a clear conception of the methods of analysis and synthesis is implanted as early as possible; and the student's attention is directed to original investigation throughout the course. In this original work the leading methods are distinguished from each other, and their relative values, under different conditions, compared and established. The formal divisions of the demonstration are sharply outlined at first, so as to avoid incoherent talks as much as possible. The subject of loci, which is to geometry what factoring is to algebra, is given much critical attention. The duality of solutions by the intersection of loci is as fully considered as our time will permit. The theory of limits is studied from an arithmetical, algebraical, and geometrical standpoint, and its principles employed to a considerable extent where the method of *reductio ad absurdum* is usually employed.

Stress is placed upon the *practical, disciplinary, and culture value* of geometry.



CHEMICAL LABORATORY.



PHYSICAL LABORATORY.

DEPARTMENT OF BIOLOGY.

The studies of this department are under the direction of one teacher. Each subject extends through a single term of twenty weeks. The order of studies is, Physiology, Botany, Zoölogy. The principles of each science are first emphasized, next related values of comparative subjects, followed by all the work possible on structure, function, and habits. Microscopy forms a part of the work in each subject.

Physiology.

The chief aim in teaching this subject is right living as based on the functions and structure of organs.

The hygiene of each organ is considered while studying it.

Experimentation, drawings, models, dissections, comparative objects, and the human body are all drawn upon to make each lesson plain.

The aids to this study are: A mounted skeleton; a set of models; normal and pathological human tissues as alcoholic specimens; tables for dissection; several cabinets of slides, showing the histology of organs, and the most approved works on Physiology for daily reference.

Botany.

The object of study is the living plant. Structure is approached through a study of function, morphology, and growth from germination to the fruit. After a mastery of the lessons, independent analysis is sought through the careful study and drawing of each organ, and a knowledge of its structure and functions.

Each student prepares and keeps an herbarium as an incentive to further work.

Yeast, fungi, and starches are studied with the microscope.

Each student prepares for his own use a cabinet of slides, representing sections of as many different structures as possible.

Aids.—The botany work is favored with a microtome, fifteen microscopes, forty presses, complete, and a fair herbarium of one thousand species for reference.

Zoölogy.

Here, as in the other subjects, objects take precedence of books.

Typical dissections, drawings, study of animals—alcoholic and mounted—determination of species, preparation of museum specimens, and much work on the habits of animals, occupy the larger part of the allotted time.

Types of the leading orders of insects are studied, and a cabinet of slides prepared from their most important structures.

Aids.—Cases of mammals, birds, and fishes—two of each—new collections, and a good science library help the student to greater interest in this subject.

DEPARTMENT OF CHEMISTRY AND PHYSICS.

Chemistry.

As far as practicable, the thing or fact itself is studied, first in the laboratory, by experiment performed by each student under immediate direction of the instructor. The course of laboratory work is laid out with an aim at giving experimental evidence of the properties of the more common elements and the fundamental facts and laws of the science. Laboratory study takes precedence; but in connection with the laboratory course, references and selected portions of the text-book are studied with special notice of practical applications of chemistry and the part played by chemical action in nature.

Study about twenty-five elements. Atomic and molecular theory. Laws of Definite and Multiple Proportions. Acids; bases; salts. Chemical nomenclature, equations, and problems. Battery and electrolysis. Alloys and amalgams. Chemistry of a few rocks and a few carbon compounds. Domestic chemistry. Review and lectures.

In the review, each student performs, unaided, such laboratory exercises as may be required.

Physics.

The courses in Physics are so arranged as to prepare the students to illustrate to their schools important natural phenomena and laws. Many of the laboratory exercises are performed with apparatus constructed by the student from such material as may be obtained by the teacher in a country district. But the aim is to give more of the subject than will be presented in a grammar school. It is expected that the work will establish a thorough grounding in the elements of the science, and give a deeper meaning to the world in which the student lives.

Forces and simple machines. Gravitation. Mechanics of liquids; specific gravity. Pressure, tension, and elasticity of air; Boyle's Law; barometer; pumps. Sound; sound waves; sounding instruments. Constitution and states of matter; molecular forces. Heat; effects of heat; theory of heat; thermometers; transference of heat; specific and latent heat; steam engine. Theory of light; reflection and mirrors; refraction and lenses; prismatic analysis of light; color; optical instruments. Magnets and magnetism; battery; electrical units; electro-magnetic induction; telegraph; telephone; dynamo; electric light.

Stress is laid upon the correlation of forces.

GEOGRAPHY.

Physical Geography.

1. Land.

Relief,—globe,—continents. Internal heat,—results.

2. Water.

Rivers,—formation,—agency. Lakes,—formation,—distribution.

Drainage of each continent. Sea,—composition,—temperature.

Oceanic movements,—waves,—tides,—marine currents.

3. Atmosphere.

Astronomical climate. Physical climate. Winds,—cause,—kinds.
Rainfall,—time,—character. Snow,—distribution. Glaciers,—
formation,—agency.

4. Life.

Plant,—distribution. Animal,—distribution. Man,—races,—dis-
tribution.

Observations.**Astronomy.**

1. Path of the sun once in two weeks during the year.
2. Stars of first magnitude and principal constellations. Apparent motion of the stars.
3. Phases of the moon,—motions, apparent and real,—path.
4. Venus,—Mars,—Jupiter,—motions, apparent and real,—path.

Mathematical Geography.

Earth in solar system.

Earth in universe.

Form,—size,—movements,—circles.

Apparent path of the sun at the Equator, Tropics, 45° north and south latitude, polar circles, and poles on December 22, March 21, June 22, September 21.

Length of day at same place and time.

Political Geography.

Commerce of the world.

Raw material,—where produced.

Manufactured goods,—where manufactured.

Leading commercial countries.

Leading commercial centers.

Means of transportation.

Leading routes.

Special study of other points in Political Geography, if class need the work.

DEPARTMENT OF DRAWING.

The term "drawing" is too limited in its scope to properly express what is now demanded in its name. That which not only includes the teaching of drawing, but at the same time includes instruction in the subjects of education to which the *practice* of drawing should be applied, is now designated as "Art Education."

The course of instruction presents not only Drawing, but also the Study of Form, each complementary to the other, and together furnishing a means of mental development leading to a knowledge and appreciation of the beautiful. Throughout the course the work is based upon the study of type-forms, familiar objects, and natural forms. The work is strictly educational; hence, practical. It deals with the mind, cultivating the imagination, developing the sense of beauty, and training the hand and eye to execute or give expression to the "Art Idea."

In acquiring a knowledge of Form, two steps are necessary: Observation and Expression. Observation of Form requires both Perception and Thought. Expression of Form includes Making, Drawing, and Language.

The study of Form and Drawing embraces three distinct yet correlated subjects: Construction, Representation, and Decoration. These subjects distinctly call for the study of natural and typical forms, and Drawing is the medium through which the idea gained by such study is expressed.

The training of the color-sense has also its place, its aim and purpose being to open new avenues of thought through a broader observation of beauty in nature and art, and to cultivate a spirit for the expression of thought and feeling by the use of color material.

A special course in Primary Methods of teaching Drawing is given, including a detailed statement of lessons, and methods of giving them, with full examples of the work for each year. Throughout the course, work in methods forms a part in every lesson.

Teaching.—Members of the Senior Class are required to teach Drawing five weeks in the Training School, under the direction of the Supervisor.

Course of Study.

First Year.

First Term.—Development of Primary Work. Form Study. Clay Modeling, Sloyd, Stick Laying, Tablet Placing, Paper Cutting and Folding. Drawing, Training of Color-sense, Demonstration Lessons, Written Development Lessons.

Second Term.—Ten weeks—Model and Object Work. Ten weeks—Chalk Modeling. Illustrative Drawing. Drawing as applied to other subjects.

Second Year.

First Term.—Constructive Drawing. Geometric Problems. Geometric Views. Sections. Work Drawings. Surface Development. Pattern Making. Models made from patterns.

Second Term.—Representative Drawing. Free-hand outline drawing from type-forms and natural objects, taken singly and in groups, with simple effects of light and shade. Color work.

Third Year.

First Term.—Decoration and Historic Ornament. Elements of design as applied to common objects, as applied to decoration.

Motive: (a) Plant Form, (b) Historic Ornament.

Color work continued.

Second Term.—Ten weeks—Clay Work. Outline Drawing in Charcoal from models and from casts, with simple effects of light and shade. Color work.

Ten weeks—Architectural Drawing. Color work.



GLIMPSE OF LIBRARY AND READING-ROOM.

DEPARTMENT OF MUSIC.

The students coming to the Normal School have, as a rule, had very little or no study in vocal music, and but a few have had any training of the voice, or anything in theory.

To meet this condition a beginner's class is held twice each year, and, as the voices are wholly untrained, considerable attention is given to Voice Culture, Breathing Exercises, and Tone Production. This instruction is of vital importance in order that the teacher may give proper examples of pure tones for children to imitate. Accordingly, individual training is given as much as possible.

The rudiments of music are taught from the beginning. The time element is made a strong feature. The numerical notation is used until tonality is well established in the mind of the pupil, when the work is transferred to the staff notation.

In the advanced classes, this same line of thought is continued in a more advanced form, to which is added the study of the Major and Minor Modes, Transposition, Elements of Harmony, Triads, Chords, etc.

As many of the students receive no further instruction in vocal music, much attention is given to the development of the several keys and signatures, and to Methods of Teaching. Work in Methods forms part of every lesson from the beginning of the course to its close. In connection with methods, attention is also given to theory. Throughout the course, the work is intended to be largely professional.

Teaching.—Five weeks of daily teaching is required of all who have sufficient ear.

Synopsis of the Work in Vocal Music.

First Year.

Elements of Music, theoretical and practical: (a) Development and study of the Major, Minor, and Chromatic scales in the keys of C, D, F, and G. (b) Study of Staff, Measure, Clef, etc. (c) Time Analysis. (d) Sight-reading in Numerical and Staff Notation. (e) Methods of teaching. (f) Theory.

Exercises for breathing. Voice Culture. Development of the ear by writing from sounds. Pronunciation and Articulation exercises. Part Singing.

Second Year.

Elements of Music for first year reviewed. Development and study of the Major, Minor, and Chromatic scales in keys of B flat, A, E flat, E, and A flat. Sight-singing and Methods of Teaching continued. Exercises for voice development. Practical exercises in Transposition. Elements of Harmony. Study of Intervals, Triads, Chords, etc.

Third Year.

Elements of Music reviewed. Harmony continued. Methods and Theory. Major and Minor Modes. Observation work, five weeks. Teaching, five weeks. Chorus and Hymn Singing, each, once a week.

DEPARTMENT OF EDUCATION.

Through the action of the Joint Board of Trustees, the course of study for the California State Normal Schools has been lengthened to four years. This is in accordance with the general increase of interest in the better preparation of teachers. It is a needful step, for the problem which the Normal School must attempt to solve, viz., the preparation of immature young people for efficient work as teachers in the elementary schools, is a more difficult problem than that of training engineers, doctors, or lawyers. Its importance to the State is even greater. For this larger opportunity, we are profoundly grateful.

The trained teacher must have for his work—

1. Scholarship;
2. A professional ideal.

Scholarship.

We have not classified the work as above with the thought that the professional ideal may be separated from scholarship, but in a general scheme to find more particularly the work of this department. Here let us remark that the Normal School can do but little in the way of a liberal education, this being the work of more mature minds and higher institutions; but it may imbue with a liberal spirit what it does. That it reaches such a result is attested by the standing of Normal School students at our universities. Its opportunity is now even greater.

The Professional Ideal.

While the aim of modern education is character, let us remember that character-building is not yet a science. It is still true, and will probably remain so, that the strongest rationalizing and moralizing agency in the school is the teacher. Behind his pedagogical framework, whatever that may be, the principle of his inner life is quietly doing the most effective work. A self-seeking, immoral teacher is a living, active enemy of public morals, a menace to public decency. The professional ideal, apart from the teacher's real view of life, is empty vanity. We do not wish to be understood as undervaluing pedagogical training, but we do wish to say that apart from the real life of the teacher it is worthless. In so far, then, as the Normal School, through what it is in all its aspects, especially the personality of its Faculty, deepens the meaning of life to its students, it gives thorough effectiveness to its pedagogical work.

On the side of the curriculum, that which has most particularly to do with the professional ideal is:

I. The Study of Man in History and Literature.

In this school, in the former study, the gradual growth of the freedom of the individual is emphasized—in the latter, æsthetic and moral insight.

II. A Study of Educational Psychology.

This work is divided into two parts: (a) Elementary—studied during the last half of the second year; lessons twice a week. This work pre-

cedes the practice work, and is intended to prepare the way for it somewhat.

(b) Advanced. This during the entire Senior year. The work here is done in order to gain as clearly as may be the two leading conceptions:

(1) Habit,—in its comprehensive and technical sense,—man as a reacting organism,—impulses and instincts,—the relation of cerebral and psychical activity,—particularly motor activity and memory. Preparatory to this work is that in the Science Department under the heads of Physiology, Biology, and Microscopy. Here each student gains a knowledge of the gross anatomy, physiology, and elementary histology of the nervous system, also physics and chemistry. Such experiments as are advantageous are made use of, freely.

(2) Self-activity. This is a sphinx riddle to the novice in thinking, but it bears about the same relation to educational psychology as Hamlet does to the drama named for him. It is believed that the usual study and classification of "faculties" is worthless, and the view of mind usually lurking behind it, absurd, and also that a too free use of inductive method submerges the student in a sea of facts. Mind as self-activity does not realize itself apart from reality which faces it, and should not be so studied. Very briefly, as indicating spirit of the work, are studied: the difference between observation of "things" and phases of self-activity, such as "imagination," "feeling," "volition"; self-activity above and below the plane of consciousness; conception as an apprehension of principles, regarding the latter as formative energies; stages of thinking; time, space, causality, how perceived, and relation to experience; what is involved in sense perception; will, not as mechanical, but as free. This leads to, and is finished by, a study of educational values.

III. Individual Psychology.

This work begins the third year and continues through the remainder of the course, twice a week. The children are to be studied sympathetically and as personalities. Scientific results are not aimed at. The work is to be done under the title of instincts—biological, psychical, social, æsthetical, logical, ethical.

IV. History of Education.

The whole of the third year is given to this work. Briefly, as indicating the scope, are studied: characteristics of Oriental education, among the Greeks, the Romans, in the Middle Ages, the Reformers; nineteenth century education. Organization of schools is noted.

V. The Psychology of the Subjects.

This is done by the Principal of the Training School during the third year.

VI. Practice-teaching in the Training School.

This work is done during the third and fourth years, under very careful and sympathetic supervision, and a part of the work is in an ungraded school, in which the teacher has full control.

DEPARTMENT OF HISTORY.

It is well shown by the report of the Committee of Fifteen, and by the Honorable United States Commissioner of Education, William T. Harris, in recent articles, that the study of history, in its educational value, takes a rank coördinate with mathematics, natural science, grammar, and literature.

This emphasis of the value of the study implies renewed activity in bringing it to its proper position, in gathering its material and adjusting it to the needs of the schools.

This school has increased the time allotted to its study, and is endeavoring to give it its proper emphasis by making it a department with a special teacher.

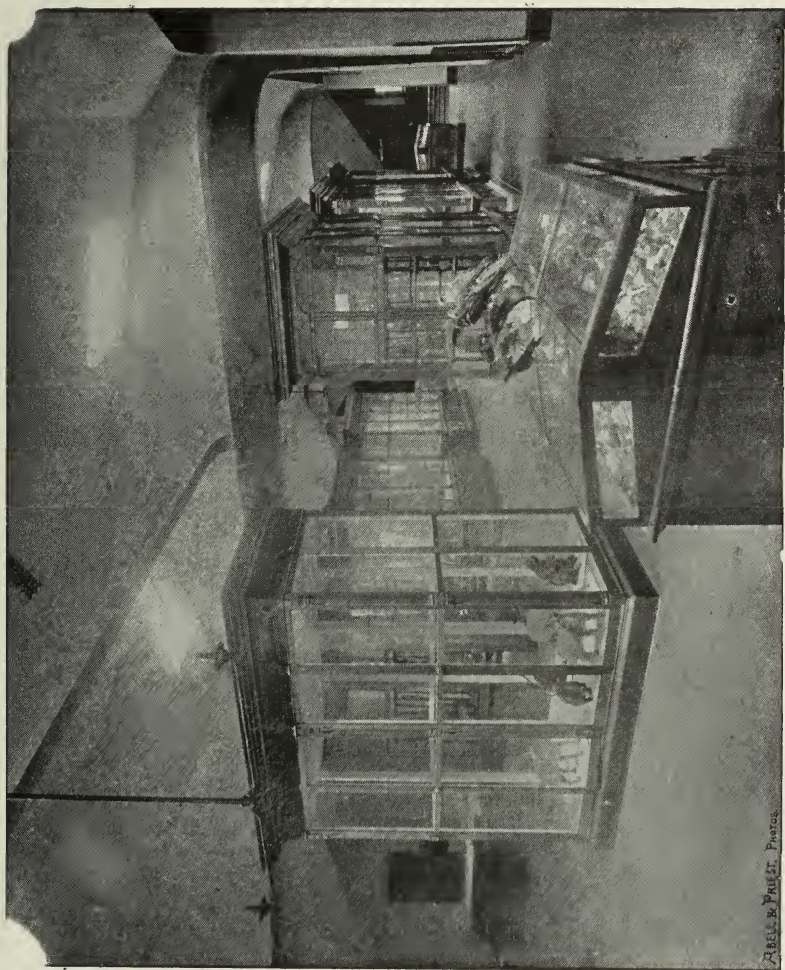
Many teachers in elementary schools are neglecting this study, because they erroneously accord to other studies the first place, and because they are poorly prepared to teach it, and consequently with but little interest in it. Strong effort should be made to correct these evils. That American children should not know and love American heroes, American liberty, and should not be brought to something of a realization of its origin and cost, is a sad neglect in our schools.

The work here pursued is done by the "library" method. A fairly good working library of well-selected books is at hand. The students do independent reading as a basis for class discussion. The work begins at the middle of the first year and continues to the third year. One half the time allotted is given to each—American History and General History.

The following in brief is the outline of work :

American History.—American Indians; their culture. Growth of geography during the period of discovery. Early settlers; who they were and why they came; their trials; society; their governments; why local government was so well learned. The revolution; why inevitable. Articles of Confederation; why no stronger, and why they failed. The struggle for the constitution; its adoption; the political life of America since as an interpretation of it.

General History.—Meaning of the word civilization,—Egypt,—Tigro-Euphrates valley,—Phœnicia,—Hellas,—Heroic Age,—Historic Greece,—General development,—Sparta, Athens,—Character of these peoples,—Persian wars,—Pericles,—Alexandrian conquests,—Rome,—Præ-Punic republic,—Republican Rome,—Pagan Empire,—Teutonic barbarians,—Christian Empire under control of Rome,—West under barbarian control,—European history,—Charlemagne to the Crusades,—Crusading period,—Later Mediæval period,—Reformation and Renaissance,—English history,—The Nineteenth Century. The changing relation of the individual to society is noted at the successive changes.



Abel & Paul H. Photos.

MAIN PART OF MUSEUM.

LIST OF TEXT-BOOKS.

Readers, Speller, Grammar, History, Arithmetic, Civil Government, Physiology, and Geography—State Series.

Whitney's Essentials, for additional work in Grammar.

Olney, or Wentworth, or Hill, for additional work in Arithmetic.

Algebra—Milne and Appleton, Smith, Wentworth, Hall and Knight, and Jones.

Geometry—Wentworth, Chauvenet, Edwards.

Physical Geography—Warren's New, Tarr.

Word Analysis—Reed and Kellogg's Word Book.

Composition—to be selected by Faculty.

Rhetoric—Kellogg and Hill.

English Literature—Shaw-Backus, and Stopford Brooke's Primer.

Zoölogy—Colton, Holden.

Botany—Rattan, Gray.

Physics—Gage, Appleton, Avery.

Chemistry—Williams's Introduction to Chemical Science, Williams's Laboratory Practice, Avery's Chemistry, and Richardson.

Bookkeeping—Childs's Essentials.

Drawing—Bradfield, Schoof, Prang.

Pedagogy—Swett, Hewett, Compayré, or some other work suggested by the Faculty.

Elementary Physical Geography—Tarr.

Short History of the English People—Green.

State and Federal Governments—Wilson.

A Method of English—Gow.

Practical Exercises in English—Buckler.

Principles of Ethics—Everett.

Psychology—James's Briefer Course; Sanford's Experimental Psychology; Sully's Outlines of Psychology (new edition); Ladd's Primer of Psychology; Hill; Hewett.

Education of the Greek People—Davidson.

Education Reformers—Quick; De Garmo's Herbart and Herbartians.

Bartlett's Laboratory Exercises in Chemistry.

Newcomer's English Composition.

THE MUSEUM.

Specimens in the Museum.

Birds' Eggs, 190.	Herbarium, 760.
Birds (mounted), 46.	Mammals (mounted), 171.
Cones, 35.	Minerals, 620.
Curiosities, 25.	Skeleton Heads, 24.
Dried Marine Specimens, 18.	Skeleton of Horse, 1.
Fishes and Reptiles, 164.	Trinidad Specimens, 50.
Fossils, 74.	Woods, 72.

Donations to Museum During the Past Year.

A loan collection of seven hundred birds—mostly tropical and Californian—from Mr. W. F. Peacock of Chico.

Quartz, from Mrs. H. C. Morley.

Walrus hide, from George Lyons.

Florida moss and shells, from Nellie Knowlton.

Rare specimen of wood, from Clifford Coggins.

Beads of Napa Indians, from Effie Grant.

Indian hammers, from Andrew Cartwright, Ten.

Sea specimens, from Alice Johnson.

Asbestos, from Mattie White.

Wood knots, from E. H. Quick.

New Zealand leaves, from Annie Lowrey.

Fossil ferns, from John McGee.

Large scorpion, from Homer Crabb.

Quartz, from Luther Parker.

Fossils and sandstone, from Chapman White.

PRINCIPAL'S REPORT.

To the honorable the Board of Trustees of the California State Normal School at Chico:

GENTLEMEN: I herewith submit to you the annual report of the above named school.

The school has had a prosperous year. All the work has been done in a satisfactory manner, without friction and with a steady gain, I think, toward higher scholarship. Our Training School has grown to be a marked feature of the work; and especially the Ungraded School, where we feel the pupils acquire an invaluable experience for their work in the country schools. We only regret that want of space forbids the enlargement of this ungraded department (to three or more rooms).

We feel that our graduates are doing a good work for Northern California and causing the demand for trained teachers continually to increase. Our graduates are wanted at once, and with but few exceptions have been successful.

We need enlarged quarters for Physical Training and Sloyd work.

By a recent vote of the Joint Board of Trustees it was recommended that a kindergarten department be added to the Training School as soon as practicable.

The Museum, Library, grounds, and building are all in the best condition.

ROBERT F. PENNELL,
Principal.



NAMES AND RESIDENCES OF PUPILS.

NORMAL DEPARTMENT.

Graduate Students.

Barnickel, Johanna. Weaverville.	Hallett, Hallie A. Chico.
Bennett, Fred A. Chico.	Hendricks, Thomas P. Chico.
Bennett, Ella L. Chico.	Morse, George Chico.
Culver, George D. Chico.	Owen, Lena M. Butte City.
Collins, Margaret A. Chico.	Parry, Louise M. Chico.

Senior Class.

Abbott, Nettie G. Prattville.	Hicks, Clara Scott River.
Allbright, Frank H. Red Bluff.	Hudspeth, Ernest Cedarville.
Ashurst, Bert. New Idria.	Huson, Cora F. Tehama.
Barnickel, Johanna. Weaverville.	Kelsey, Jean L. Santa Maria.
Bedford, Olive V. Anderson.	Kern, Ivy E. Chico.
Bell, Adelaide M. Nord.	Kemp, Rhoda A. Chico.
Bennett, Mae Nord.	Kirk, Amelia Chico.
Bennett, Mary L. Chico.	Knowlton, Nellie M. Fresno.
Brown, Samuel W. Chico.	Lewis, Maggie Chico.
Bryan, Ethel M. Chico.	Longenecker, Ada Chico.
Cain, Mary Chico.	Madden, Grace A. Chico.
Campbell, Ida Gridley.	Maltby, Georgia E. Chico.
Carden, Georgiana C. Marysville.	Marbut, Edgar San José.
Coady, Bessie Chico.	Marbut, John W. San José.
Collins, Bessie W. Chico.	Matthews, Belle Sacramento.
Collins, Margaret A. Chico.	McGinness, Genevieve. San José.
Cook, Clara L. St. Helena.	McGregor, Kate Cherokee.
Crum, Viola Chico.	Moak, Mary F. Chico.
Culver, George D. Chico.	Morse, George Chico.
Cummings, Galen Chico.	Moulton, Ora L. Colusa.
Daly, Kathryn Fresno.	Mount, Lucy E. Chico.
Davis, Sue Butte City.	Mountain, Grace E. Chico.
DeLancie, Elizabeth Oroville.	Nickle, Custer Red Bluff.
Doane, Mae Red Bluff.	Nickle, Jessie Red Bluff.
Dower, Beatrice E. San Andreas.	Nikirk, Adella L. Chico.
Giles, Clara L. Ball's Ferry.	Nolan, Margaret. Napa.
Grant, Effie F. Napa.	Nordyke, Byron A. Willows.
Hallett, Hallie A. Chico.	Owen, Lena M. Butte City.
Hauselt, Elizabeth E. Stockton.	Parry, Louise M. Chico.
Henderson, Kate Red Bluff.	Patterson, Ivy Chico.



HALL AND CORRIDOR OF FIRST FLOOR.

Picotte, Lloyd.....	Chico.	Stone, Edythe.....	Gridley.
Potter, Angie.....	Chico.	Strouse, Margaret....	Forbestown.
Provan, Jean C.	San José.	Swain, Annie C.....	Marysville.
Rinehart, Lily.....	Chico.	Temple, Marion H.....	San José.
Roesner, Oscar H.....	Kent.	Trefry, Mabel.....	Stockton.
Shepardson, Alice A. H..	Colusa.	White, Mattie E.....	Chico.
Salisbury, Emma.....	Chico.	White, Minnie.....	Redding.
Salsbury, Birdie	Clear Creek.	Willard, Olive A.....	Red Bluff.
Sperry, Nellie M.....	Stockton.	Williams, Grace	Red Bluff.
Stineman, Ella M....	Wheatland.	Wright, Virginia	Chico.

Second Year Pupils.

Ames, Carline.....	Proberta.	McAnarlin, Florence R. ...	Chico.
Baker, Hattie	Chico.	McClard, Nellie	Chico.
Bairos, Manuel B.	Biggs.	McIntosh, Jennie E.....	Chico.
Barnickel, Dorothea .	Weaverville.	Moak, James R. D.	Chico.
Bell, Eleanor	Nord.	Nichols, Harvey E.....	Chico.
Boyle, Josie	Chico.	O'Ferrall, Rhoda.....	Chico.
Birch, Abbie	Orland.	Parker, Luther.....	Durham.
Campbell, Cynthia ...	Red Bluff.	Purinton, Cornelia E.....	
Clark, Adah.....	Chico. Pleasant Grove.	
Clark, Ella M.	Tehama.	Rees, Emma	Leesville.
Combs, Ora V.....	Red Bluff.	Richardson, Emily E..	Susanville.
Dawson, Minnie.....	Chico.	Richardson, Julia A. ..	Susanville.
Elliott, Lettie	Adin.	Rowley, Mattie.....	Red Bluff.
Garoutte, Daisy M.....	Chico.	Sampson, Lyman O.....	Chico.
Gillian, Emma	Madison.	Sheppard, Stella.....	Redding.
Godbolt, Annie L.....	Proberta.	Smith, Clare.....	Etna.
Gray, Gertrude V.	Yuba City.	Smith, Irene M.	Honcut.
Greely, Florence M....	Yuba City.	Smith, Rosalie.....	Etna.
Henderson, Henrietta. .	Red Bluff.	Snook, Edna.....	Chico.
Jackson, Ina	Chico.	Sweeney, Leona.....	Chico.
Jesser, Lucy G.....	Biggs.	Taber, Rosa	Butte City.
Jones, Nellie R.	Igo.	Taylor, Estella S.....	Redding.
John, Stella.....	Red Bluff.	Thiel, Francis I.....	Chico.
Johnston, Maude	Chico.	Turner, Grace.....	Chico.
Junkans, Elfrieda ...	Weaverville.	Weinert, Margaret E.....	
Leininger, Clarence W....	Nord. San Bernardino.	
Mansfield, Belle	Chico.	Weitemeyer, Daisy.....	Corning.
Martin, Edith	Chico.		

First Year Pupils.

Aldersley, Alice.....	Nord.	Bingham, Anna B.....	Chico.
Anderson, Florence	Nord.	Birch, Frank C.	Chico.
Barnard, Jessie E.	Chico.	Blackford, Myrtle B.....	Colusa.
Bartlett, Isabelle M.....	Chico.	Bryan, Elden A.....	Chico.
Bell, Hugh J.	Nord.	Camper, Gertrude E.....	Chico.

Campbell, Karl.....Chico.	Mahoney, Sarah B.
Carlson, Peter V.Red Bluff. Franklin, Mass.
Clarke, Katy M.College City.	Mavity, Carrie B.....St. Helena.
Clayman, Carrie E.....Red Bluff.	McEnespy, Alice.....Grainland.
Coon, Charles E.....Dayton.	McCandless, Ella.....
Cotten, Mattie S.....Kirkwood.Round Mountain.
Croissant, Bertha E.....Chico.	McConnell, Nettie M...Anderson.
Crum, Ira.....Chico.	McManus, Francis A.....Chico.
De Shields, Elizabeth D.	McMichael, Delia L.....Venado.
.....Red Bluff.	Messinger Mattie L.....Chico.
Dobkins, James A....Edgewood.	Nelson, Lucius W....Clear Creek.
Drake, Bessie L.....Colusa.	Pulliam, Gertrude N.....Chico.
Dunn, Genevieve.....Chico.	Reckers, Wm. A.Maxwell.
Flanagan, Ella A.Orland.	Sheppard, AlmaRedding.
Flint, Josephine.....Chico.	Shedd, Geo. T.....Fresno.
Garoutte, Homer.....Chico.	Southern, Jannette J.....Sims.
Gates, Mattie B.....Red Bluff.	Springer, Mattie I.Chico.
Graf, William C.Chico.	Stout, Maybelle....Willows.
Graves, Leila M.Chico.	Streeter, Ethyl W.....Biggs.
Graves, Lucile J.Chico.	Taylor, Maud E.Durham.
Guill, John.....Chico.	Thiel, Adrian A.Chico.
Hallett, Lottie B.....Chico.	Thomas, Lena M.Chico.
Henderson, Grace H. ..Red Bluff.	Vahle, DellaMarysville.
Hendricks, ScottHoncut.	Van Ornum, BartonChico.
Hicks, Clara M.....Chico.	Van Ornum, Minnie P.Chico.
Hicks, Ellen T.....Scott River.	Wakefield, Fred D.....Chico.
Hoffman, Freedom W.....Chico.	Walsh, Robt. E.....Chico.
Hoy, May M.Williams.	Warfield, Geo. A.....Chico.
Jackson, OraChico.	White, Chapman M.....Chico.
Johnson, Gertrude.....Chico.	Woods, Helen I. ..San Francisco.
Johnson, Ida E.Chico.	Wright, Lillie M.....Chico.
Kirk, Josiah.....Chico.	Wright, Mabel A.....Red Bluff.
Longenecker, George.....Chico.	Young, Alexander B.
Malia, AnastatiaMagalia.Shawneetown, Ill.

MODEL AND TRAINING SCHOOL.

Grammar Department.

Ames, Bryan M.....Chico.	Clark, Liston.....Chico.
Allen, Kenneth.....Chico.	Clark, Zilpha.....Chico.
Bennett, Evadna S.....Chico.	Cleveland, Alice M.Chico.
Birch, Frank C.....Chico.	Collins, Nellie C.Chico.
Boydston, Elsa V.....Chico.	Crabb, Cassie H.Chico.
Brosius, Fred.....Chico.	Crowder, Bert.....Chico.
Broyles, BurneyChico.	Crowder, Clifford.....Chico.
Buckhout, Neil.....Chico.	Crowder, Effie.....Chico.
Burnham, Louis.....Chico.	Entler, Joseph.....Chico.
Carder, Lillie E....San Francisco.	Fetters, Eva M.Chico.

Carney, Florence . . . Chico Vicino.	Mecum, Percy Chico.
Clark, Launa Chico.	Mecum, Delisle Chico.
Graf, Gerald L. Chico.	Miller, Lurene Chico.
Graves, Bessie	Mitchel, May E Nord.
. South Hampton, Mass.	Moak, Eva Durham.
Gray, Ralph Chico.	Montgomery, Annie E. . . . Chico.
Gustin, Warren H. Chico.	Moore, Clarence Chico.
Hampton, Alice Chico.	Moss, Arizona Chico.
Hampton, Alex. M. Chico.	Potter, Edith S. Chico.
Harlan, Ralph Chico.	Potter, Lyda G. Chico.
Hart, Ruby Chico.	Price, Clara Chico.
Heimbach, Ruby M. Chico.	Rinehart, George Chico.
Hicks, Hazel C. Chico.	Ritter, Ovid Chico.
Holland, Alice Chico.	Robbie, Josie Chico.
Holland, Jennie Chico.	Robinson, Frank Chico.
Holland, Willie Chico.	Roper, Minnie Chico.
Honodel, Nettie M. Chico.	Ryan, Albert T. Chico.
Hutchins, Emily Chico.	Ryan, Jennie Chico.
Jackson, Charles Chico.	Scott, Estella Chico.
Jewell, Letsey Chico.	Shore, Henrietta Chico.
Johns, Eddie Chico.	Spurgeon, Lena Chico.
Johnson, Alice Chico.	Stevens, Edith Chico.
Johnson, Ida Chico.	Stevens, Jewell Chico.
Johnson, Llewellyn Chico.	Stansbury, Ellen G. Chico.
Kesselring, Lester Chico.	Stansbury, Lena H. Chico.
Kyes, Willie B. Chico.	Stewart, Margaret Chico.
Lawton, Pearl Chico.	Stilson, Eleanor Chico.
La Fonso, Maggie . . Chico Vicino.	Stilson, Lois Chico.
Locey, Archie H. . . Chico Vicino.	Sivearingen, Lettie Chico.
Locey, Charles A. . . Chico Vicino.	Taber, Laura V. Chico.
Locey, Mamie Chico Vicino.	Taylor, Cary Chico.
Lopp, Laura Chico.	Thiel, Gretchen Chico.
Lowell, Mabel Chico.	Thum, Grace Colusa.
Lyons, Ellen Chico.	Vadney, Addie Chico.
March, Harry Chico.	Vadney, Edward C. Chico.
McMillan, Pearl Chico.	Vadney, Olive B. Chico.
March, Leanore Chico.	Wakefield, Robert Chico.
March, Oliver Chico.	Walker, Frank Chico.
Mansfield, Hardie Chico.	Walsh, Emmett Chico.
McCargar, Bert. . . . Chico Vicino.	Wilson, Edna B. Chico.
McCargar, Corda . . . Chico Vicino.	Wilson, Mamie G. Chico.
McKenzie, Mary E. . . . Dayton.	

Primary Department.

Ames, Pearl.....	Chico.	Locey, Frank.....	Chico.
Barham, Arabell.....	Chico.	Lyons, Etta.....	Chico.
Barnard, Harold.....	Chico.	Lyons, Harold.....	Chico.
Bartlett, Hazel.....	Chico.	March, Lorene.....	Chico.
Batham, James.....	Chico.	Mecum, Gladys.....	Chico.
Batham, Lloyd.....	Chico.	Merriam, Stella.....	Chico.
Bischoff, August.....	Chico.	Mery, Corinne.....	Chico.
Boydston, Elma.....	Chico.	Meybem, Emile.....	Chico.
Bradford, Celia.....	Chico.	Meybem, William.....	Chico.
Bradford, Esther.....	Chico.	McIntosh, George.....	Chico.
Broyles, Lodie.....	Chico.	Moak, Frank.....	Chico.
Canfield, Edna.....	Chico.	Moss, Arthur.....	Chico.
Carney, Frances.....	Chico.	Murphy, Helen.....	Chico.
Clark, Lucille.....	Chico.	Nelson, Willie.....	Chico.
Clough, Hazel.....	Chico.	Nichols, Caro.....	Chico.
Conway, Amuel.....	Chico.	Oliver, Jean.....	Chico.
Coggins, Arthur.....	Chico.	Pfeffer, Anna.....	Chico.
Costar, Garrison.....	Chico.	Phelps, Elwood.....	Chico.
Costar, Lloyd.....	Chico.	Phelps, Grace.....	Chico.
Crew, Harry.....	Chico.	Potter, Florence.....	Chico.
Edwards, Harry.....	Chico.	Pratt, Hollis.....	Chico.
Entler, Mary.....	Chico.	Reynolds, Edna.....	Chico.
Gray, Jessie.....	Chico.	Robbie, George.....	Chico.
Gustin, Ruth.....	Chico.	Robbie, Warren.....	Chico.
Hampton, Robert.....	Chico.	Roberts, Anna.....	Chico.
Hand, Leo.....	Chico.	Ryan, Hattie.....	Chico.
Hannah, Elmer.....	Chico.	Schubert, Alvin.....	Chico.
Hanscom, Warren.....	Chico.	Scott, Jossie.....	Chico.
Harris, Beryl.....	Chico.	Sommers, Helen.....	Chico.
Hauck, Bryant.....	Chico.	Sproul, Stanley.....	Chico.
Heimbach, Hazel.....	Chico.	Stewart, James.....	Chico.
Heimbach, Ray.....	Chico.	Tuthill, Grace.....	Chico.
Helphinstine, Bennie.....	Chico.	Vadney, Una.....	Chico.
Henderson, Virgil.....	Chico.	White, Mabel.....	Chico.
Hollensen, Velma.....	Chico.	Williams, Irene.....	Chico.
Hughes, John.....	Chico.	Wilson, Donald.....	Chico.
Hughes, Reuben.....	Chico.	Wilson, Lucille.....	Chico.
Kyes, Leila.....	Chico.	Winne, Marshall.....	Chico.
Lightfoot, Homer.....	Chico.	Yocum, Kenneth.....	Chico.

District School.

Anderson, Joseph	Helphinstine, Charles	Petersen, Ivory
Brosius, Fred	Hoffman, Agnes	Rasmussen, Lily
Boyle, Evelyn	Harris, Lily	Rasmussen, Martha
Best, Otto	Kraeger, Pearl	Ratekin, Bessie
Benjamin, Mabel	Kraeger, Alma	Robinson, John
Buckout, Ralph	Lawton, Howard	Shonkwiler, Wesley
Decker, George	Lawton, Leland	Smith, May
Decker, May	McCaughlin, Edna	Sullinger, Anna
Decker, Hazel	Messinger, Arma	Sullinger, Maud
Edwards, Mabel	Miller, Elmer	Sullinger, Fred
Edwards, Harry	Mitchell, Fannelley	St. John, Carl
Fluckey, John	McDaniels, Edna	St. John, Harry
Flint, Willie	McDaniels, Willie	Stanford, Maud
Gray, Idell	Maley, Ellen	Tuttle, Grace
Harlan, Ralph	Northgraves, Grace	Twitchell, Eleazer
Hanscom, Charity	Northgraves, Winnie	Van Dyke, Malvina
Helphinstine, Otis	Pate, Jessie	Walsh, Maud

REPRESENTATION BY COUNTIES, ETC.

Butte, 117.	Napa, 4.	Siskiyou, 5.
Calaveras, 1.	Sacramento, 1.	Sutter, 4.
Colusa, 10.	San Francisco, 1.	Tehama, 26.
Fresno, 3.	San Joaquin, 3.	Trinity, 3.
Glenn, 4.	Santa Barbara, 1.	Yuba, 4.
Lassen, 2.	Santa Clara, 5.	Illinois, 1.
Modoc, 2.	Shasta, 8.	Massachusetts, 1.
Counties		19
States		2

SUMMARY.

Post-Graduates ..	10
Seniors	80
Second Year Pupils	52
First Year Pupils	74
	— 216
Training Department	229
	— 445
Names repeated	8
	—
Total	437

ALUMNI.

Of June, 1891.

Collins, Leora Beatrice (Mrs. Rhine)	Ray, Samuel S.	Stiles, Stella M. (Mrs. Cain)
Earll, Lillian	Reynolds, Charles A.	Williamson, Anna
Hendricks, Mabel D.	Sauber, Lorinda M.	Wood, Ella
Lowell, Jeannie M.	Small, Josie I. (Mrs. Avery)	Wood, Hazel R. (Mrs. Salmons)
Mann, Julia I.	Spencer, Gladys M. (Mrs. Burroughs)	Wright, Esther A.
Nason, Cora		
Ray, James C.		

Of June, 1892.

Ames, Isabelle	Cave, John H.	Harvey, Margaret (Mrs. Benj. F. Hudspeth)
Bartlett, Arvilla F.	Chaplin, Frank N.	Hudspeth, Benj. F.
Barnum, Luella	Clark, Elizabeth A.	Kelsey, Olive C.
Benner, Evelyn	Coady, Catherine A.	McFeeley, Agnes
Benner, Mary E.	Davis, Mrs. Mary	Stiles, Marietta
Bennett, Fred A.	Elam, Edna L.	Taylor, Bessie
Boyles, Olive L. (Mrs. Jacobs)	Ford, Lovey G.	Tillottson, Anna L.
Camper, Charles H.	Harvey, George E.	Vail, Vesta E.

Of January, 1893.

Bell, Gertrude A.	McLaughlin, Clara (Mrs. Blossom)	Shaw, Clara A.
Camper, Ella L.	Pearce, Annie L.	Spoon, Wm. E.
Dorn, Mabel J. (Mrs. Charles Smith)	Pearce, Jessie	Stone, Belle F. (Mrs. Halbert H. Sauber)
Fry, Kate E.	Polsley, Myrtle	Weitemeyer, Lillian D. (Mrs. Ralph Kern)
Hopkins, Avis	Sauber, Halbert H.	
Lee, Bertha (Mrs. C. A. Tripp)	Schorr, Edith	

Of June, 1893.

Bennett, Ella L.	Kern, Ida (Mrs. George E. Harvey)	Phelps, Carrie L.
Camper, Virginia E.	Kern, Ralph	Rinehart, Ella
Canelo, Theresa (died December, 1895)	Kimball, Imogene M.	Shaw, Ellen M.
Dangle, Lena	McGregor, James	Walker, Charles A.
Howland, Levi C.	Moak, Hannah I.	Wright, Ellen M.

Of January, 1894.

Hughes, Rachel	Klockenbaum, Ida	Polsley, Clare
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Of June, 1894.

Abbott, May J.	Gipson, Effie M. (Mrs.	Lowell, Una M.
Bigelow, Florence L.	I. M. Henderson)	Matlock, Estelle F.
Bunker, Ellen F.	Glover, Annie F.	Morison, Isabella F.
(Mrs. Jas. McConnell)	Gray, Carrie M. (Mrs.	Parker, Adah A.
Collins, Agnes B.	Harvey A. Klyce)	Seat, Minnie C. J.
(Mrs. Chas. Thomas)	Harris, Lucy	Stiles, Ella C.
Downing, Lulu M.	Hendricks, Thomas P.	Tarr, Estella
Fish, Delia D.	Honodel, Wm. R.	Treanor, Lottie M.
Forrest, Susie M.	Hughes, Bertha R.	Welch, Annie J.
Fortna, Lottie K.	Jones, Aimee M.	Wood, Willie
Giamboni, Camilla J.	Loveland, E. F., Mrs.	

Of January, 1895.

Baker, Teecie R.	Salsbury, Nellie	Williams, Sarah E.
Birch, James H.	Shearin, Lillian M.	Winders, Maude
Birch, Le Roy	Stilson, Lorain	

Of June, 1895.

Allen, Gertrude	Hygelund, Mary	Scribner, Emma
Baker, Birdie	Ledgerwood, Alice	Smith, Nellie
Baker, Maude	Lowrey, Annie	Snider, Mae
Brown, Susan	Lynch, Ellen	Sprague, Cora
Cartwright, Andrew	Matti, Louise	Starratt, Jessie
Cain, Kate	Nason, Jennette	Swain, Frances
Clark, Louella	Nason, Mildred	Taylor, Mabel
Garoutte, Anna	Nordyke, Zetta	Tracy, Clare
Garoutte, Clare	Page, Maude	Van Ornum, Zella
Garvey, Maude	Pearch, Anita	Wade, Lillian
Gostick, Charles	Pendergriss, Mabel	Weed, Emma
Gray, Delia	Reager, Mary	Williamson, Edward
Green, Ruby	Reichling, Wanda	Woelffel, Emma
Hayes, Anna	Ryan, Ida	Woelffel, May
Homan, Rose	Schorr, Grace	

Of January, 1896.

Barnickel, Johanna	Kern, Ivy E.	Parry, Louise M.
Collins, Bessie W.	McGregor, Kate	Picotte, Lloyd A.
Collins, Margaret A.	Morse, George P.	Roesner, Oscar H.
Culver, George D.	Mount, Lucy E.	Shonkwiler, Crilla D.
Hallet, Hallie A.	Mountain, Grace E.	Stineman, Ella M.
Hauselt, Elizabeth E.	Nikirk, Adella I.	Strouse, Margaret
Hicks, Clara A.	Nordyke, Byron A.	Temple, Marion H.
Kelsey, Jean L.	Owen, Lena M.	

LAWS RELATING TO STATE NORMAL SCHOOLS.

354. The Normal Schools at San José and at Los Angeles, and any Normal School established after the first day of January, eighteen hundred and eighty-seven, by the State, shall be known as State Normal Schools, and shall each have a Board of Trustees, constituted as follows: The Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor; *provided*, that the Trustees of the State Normal School in office June thirtieth, eighteen hundred and eighty-seven, shall hold office until the end of the term for which they were appointed; *provided*, that no appointment made after the approval of this Act shall be for a term of more than five years, and the Trustees in office when this Act takes effect shall become members of the Board of Trustees of the Normal School located nearest to their residences, and the members of any Board of Trustees, when first appointed and organized, shall classify themselves so that the term of one Trustee shall expire annually.

1487. The State Normal Schools have for their objects the education of teachers for the public schools of this State.

1488. The State Normal Schools shall be under the management and control of Boards of Trustees, constituted as provided in section three hundred and fifty-four of the Political Code of the State of California.

1489. The powers and duties of each Board of Trustees are as follows:

First—To elect a Secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the Board.

Second—To prescribe rules for their own government, and for the government of the school.

Third—To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutes.

Fourth—To provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of the pupils.

Fifth—To establish and maintain training or model schools, and require the pupils of the Normal School to teach and instruct classes therein.

Sixth—To elect a Principal and other necessary teachers, fix their salaries, and prescribe their duties.

Seventh—To issue diplomas of graduation upon the recommendation of the Faculty of the school.

Eighth—To control and expend all moneys appropriated for the support and maintenance of the school, and all money received from tuition or from donations. In no event shall any moneys appropriated for the



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WELLINGTON, N.Z.

VIEW FROM ASSEMBLY ROOM.

support of the school, or received from tuition or donations, be paid or used for compensation or traveling expenses of the Trustees of the school, except when attending the joint meetings provided for by section one thousand four hundred and ninety-two of the Political Code of the State of California, and each Trustee attending such meetings shall receive the same mileage as is allowed by law to members of the Legislature, for not more than two meetings in each school year.

Ninth—To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.

Tenth—To keep, open to public inspection, an account of receipts and expenditures.

Eleventh—To annually report to the Governor a statement of all their transactions, and of all matters pertaining to the school.

Twelfth—To transmit with such report a copy of the principal teacher's annual report.

Thirteenth—To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; *provided*, that such person shall have at least thirty days' previous notice of such contemplated action, and shall, if he asks it, be heard in his own defense.

1490. Each Board of Trustees must hold two regular meetings in each year, and may hold special meetings at the call of the Secretary, when directed by the Chairman.

1491. The time and place of regular meetings must be fixed by the by-laws of the Board. The Secretary must give written notice of the time and place of special meetings to each member of the Board.

1492. Joint meetings of the Boards of Trustees of the State Normal Schools shall be held at least once in each school year, alternately, at the different State Normal Schools. The first meeting shall be held at San José, and thereafter at the other Normal Schools in the order of their organization. At such meetings the Trustees shall have the power, and it shall be their duty:

First—To prescribe a uniform series of text-books for use in the State Normal Schools. The State series of text-books shall be used, when published, in the grades and classes for which they are adapted.

Second—To prescribe a uniform course of study, and time and standard for graduation from the State Normal Schools.

1494. Every person admitted as a pupil to the Normal School course must be:

First—Of good moral character.

Second—Of sixteen years of age.

Third—Of that class of persons who, if of proper age, would be admitted in the public schools of this State without restriction.

1495. Teachers holding State certificates of the first or second grades may be admitted from the State at large.

1496. Persons resident of another State may be admitted upon letters of recommendation from the Governor, or Superintendent of Schools thereof.

1497. Every person making application for admission as a pupil to the Normal School must at the time of making such application, file with the Principal of the school a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

1501. The Principal of each State Normal School must make a detailed annual report to the Board of Trustees, with a catalogue of the pupils, and such other particulars as the Board may require or he may think useful.

1502. The Board of Trustees of any Normal School, or its Executive Committee, may grant permission to the Principal, or any teacher of such school, to attend any County Institute, and give instruction on subjects relating to education in the public schools.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

Second—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

Third—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Primary or Grammar School in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

Fourth—Upon presentation of the diploma and document referred to in subdivision third of this section to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this Code.

Fifth—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate, granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a High School certificate, authorizing the holder to teach in any Primary or Grammar School, and in any High School in

this State, except those in which the holder would be required to teach languages other than the English.

1504. The Boards of Trustees, or such Trustees as attend the joint meetings, shall have power to appoint a Secretary, who shall receive such compensation, not to exceed twenty dollars for each joint meeting, as the Trustees present at the meeting may order paid. The Secretary shall keep a full record of all the proceedings of the joint meetings of the Trustees, and shall notify the Secretary of each Board of Trustees of any changes made in the course of study or the text-books to be adopted in the State Normal Schools.

1505. The Superintendent of Public Instruction must visit each school from time to time, inquire into its condition and management, enforce the rules and regulations made by the Board, require such reports as he deems proper from the teachers of the school, and exercise a general supervision over the same.

1507. Each order upon the Controller of State by the Board of Trustees of the State Normal School must be signed by the President of the Board, and countersigned by the Secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of State must draw his warrant upon the State Treasurer, in favor of the Board of Trustees, for any moneys, or any part thereof, appropriated and set apart for the support of the Normal School, and the Treasurer must pay such warrants on presentation.



BY-LAWS OF THE BOARD OF TRUSTEES OF THE STATE NORMAL SCHOOL AT CHICO.

I. The officers of the Board shall be a President, a Secretary, and a Treasurer. The President shall be elected each year at the annual meeting, and he shall also be Chairman of the Executive Committee. The Principal of the school shall be the Secretary of the Board. His salary as such shall be \$150 per annum.

II. There shall be two members of the Executive Committee, elected at each annual meeting, to serve in that capacity in connection with the President of the Board, for one year.

III. The annual meeting of the Board shall be held in the office of the Normal School on the first Tuesday in June of each year. Special meetings may be called at any time by the Secretary, if so instructed by the President.

IV. It shall be the duty of the President to preside at all meetings of the Board and of the Executive Committee, to call special meetings of the Board, to sign all warrants, to appoint special committees for special purposes, and to perform such other duties as the law relating to State Normal Schools imposes upon him.

V. It shall be the duty of the Secretary to record the proceedings of the Board and of the Executive Committee in a book provided for that purpose; to keep a record of the disbursements made for the school, and to prepare a report of the same at the close of each year; to attend to the correspondence of the school, and to perform such other duties as the President may direct.

VI. It shall be the duty of the Treasurer to keep an account of all funds deposited with him, and to make a report of disbursements of the same to the Board from time to time.

VII. The Order of Business at each meeting of the Board shall be as follows:

1. Reading of the Minutes of the previous meeting.
2. Report of the Executive Committee.
3. Reports of Special Committees.
4. Unfinished Business.
5. New Business.
6. Appointment of Committees.
7. Adjournment.

VIII. Four members of the Board shall constitute a quorum for the transaction of business.

IX. All resolutions shall be submitted in writing.

X. When money is ordered disbursed from all funds except those under the General Appropriation bill, the vote shall be recorded. The ayes and noes shall also be recorded on all questions at the request of one member of the Board.

XI. It shall be the duty of the Executive Committee to audit all bills, and to appoint extra teachers, if necessary, to remain in service till the next annual meeting of the Board.

BOARDS OF TRUSTEES OF THE CALIFORNIA STATE NORMAL SCHOOLS.

Ex Officio Members of Each Board.

JAMES H. BUDD.....Governor.
SAMUEL T. BLACK.....State Superintendent of Public Instruction.

Board of the School at San Jose.

HENRY FRENCH, President.....San José.
MRS. EULALIA A. WILSON.....534 18th St., Oakland.
F. ANGELL, Ph.D.Stanford University.
M. DINKELSPIEL.....Suisun.
R. E. WILHOIT.....232 Main Street, Stockton.
RUTH ROYCE, Secretary.

Board of the School at Los Angeles.

JOHN MANSFIELD, President.....Los Angeles.
A. E. POMEROY.....Los Angeles.
A. S. DAVIDSON.....San Bernardino.
T. P. LUKENS.....Pasadena.
F. A. MOLYNEAUX.....Pomona.
EDW. T. PIERCE, Secretary.

Board of the School at Chico.

F. C. LUSK, President.....Chico.
N. P. CHIPMAN.....Red Bluff.
JOHN BIDWELL.....Chico.
F. H. GREELY.....Marysville.
GEO. OHLEYER.....Yuba City.
ROBT. F. PENNELL, Secretary.

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97/98

Catalogue 1897-98

OF THE

UNIVERSITY OF ILLINOIS

JAN 27 1918

STATE NORMAL SCHOOL

AT

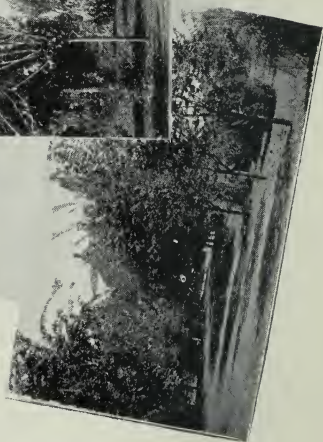
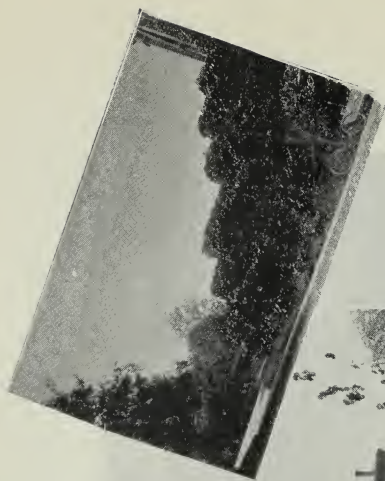
CHICO, CALIFORNIA.

ANNOUNCEMENTS 1898-99.

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UNIVERSITY OF ILLINOIS
SEP 27 1918
Administrative Library



BOX ELDER RETREAT.
ELM AVENUE.

THE NORMAL BUILDING WITH GLIMPSES IN THE GROUNDS. IVY COVERED ENTRANCE.

NINTH ANNUAL CATALOGUE

..... OF THE

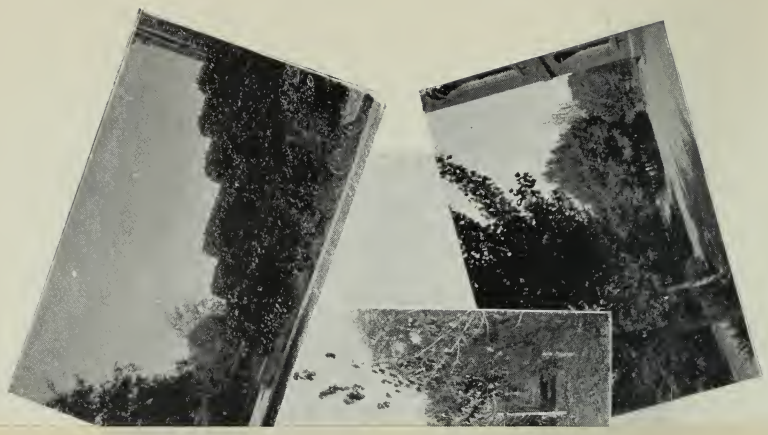
COMPLIMENTS OF

Carlton M. Ritter,
President.

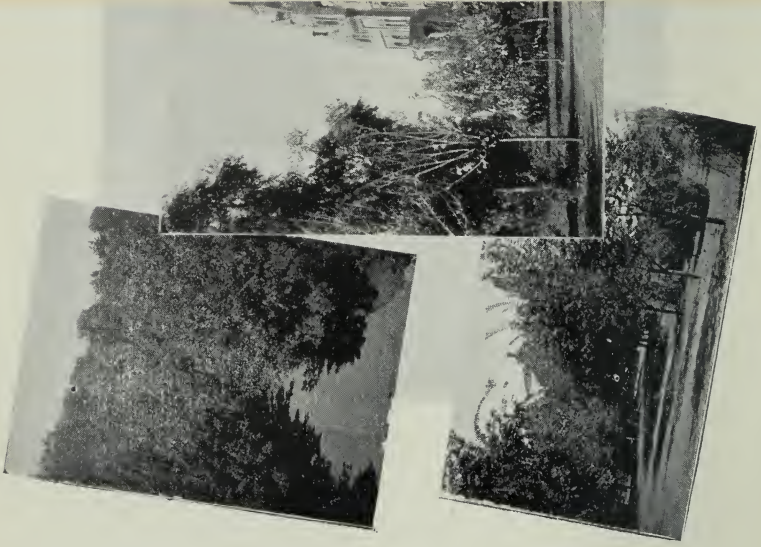
... FOR THE ...

School Year Ending June 30, 1898

With Announcements for 1898-99.



UNDS. IVY COVERED ENTRANCE.
DEAD IVY ON WALL.



BOX ELDER RETREAT.
THE NORMAL BUTTE
ELM AVENUE.

NINTH ANNUAL CATALOGUE

.... OF THE

STATE NORMAL SCHOOL

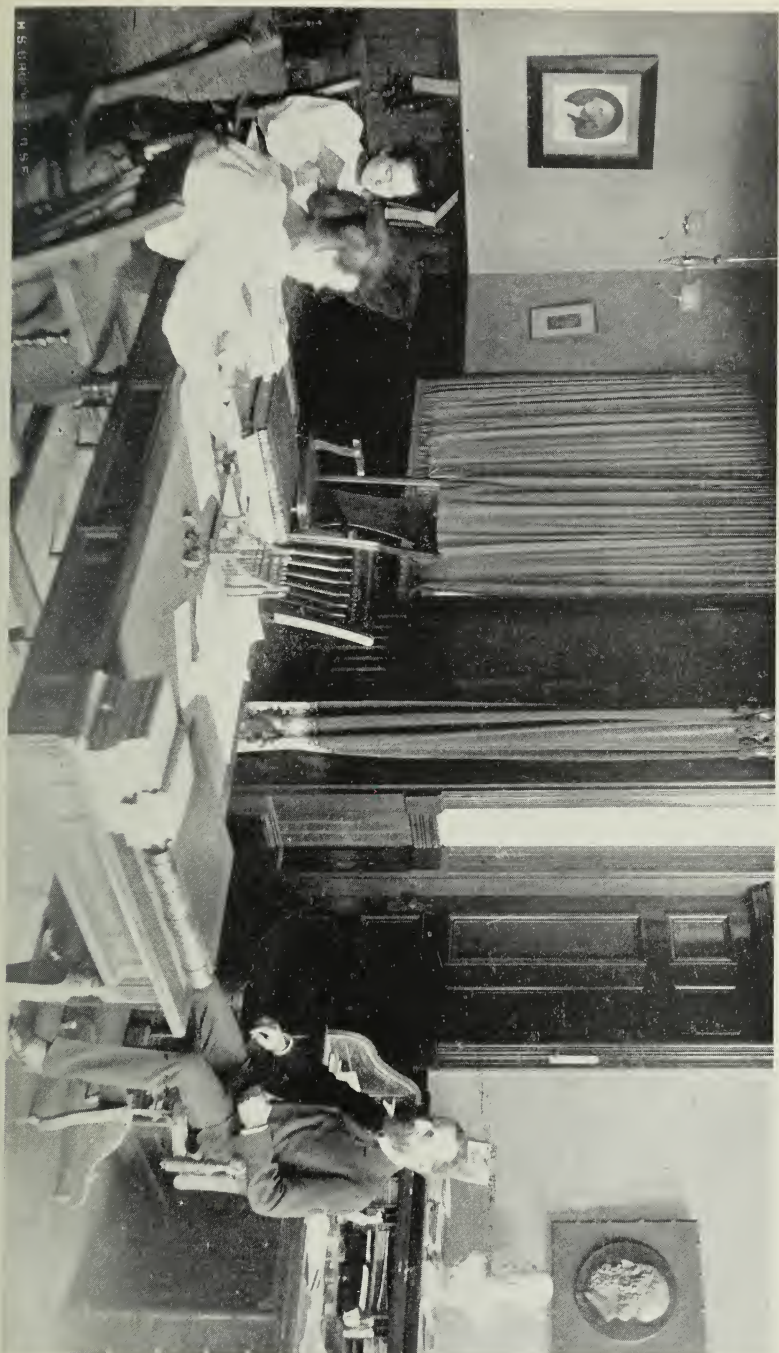
.... AT

CHICO, CALIFORNIA.

... FOR THE ...

School Year Ending June 30, 1898

With Announcements for 1898-99.



PRESIDENT'S OFFICE.

President's Report.

To the Honorable the Board of Trustees of the State Normal School, at Chico :

Pursuant to Section 1501, of the Political Code, I herewith present the Ninth Annual Catalogue and circular of the school under your charge, together with a report of its condition.

The State Normal School, at Chico, has grown very rapidly during the year just closing; it contains about one hundred more pupils than at the same time last year; the average daily attendance has been nearly equal to the enrollment; the number of graduates during the year is twenty-seven; the average age of the new pupils is 18.01 years, of the graduating class is 21.18 years, and of the whole school is 19.26 years; the health record has, I believe, been unsurpassed in any school in the State; the government of the school has been very simple indeed; and the number of students in the Normal department two hundred and fifty-three, exactly.

The character of the work done by the different members of the Faculty is almost without exception of a superior order of excellence.

Nearly all students who have presented themselves for admission during the past year have been graduates of the grammar schools. Less than a dozen were admitted on examination. There has been a marked increase in the number of applicants who are graduates of high schools, and also of applicants who are experienced teachers holding grammar grade certificates. These are very strong proofs of the growing interest in which Normal Schools are held. Our high school graduates come generally from the central portion of the State, as there are only four accredited high schools north of Sacramento. The history of our graduates demonstrates conclusively that the most successful members of our Normal Schools are those who enter as graduates of grammar schools and take the full course in the Normal School. They have a stronger professional spirit, more confidence and enthusiasm than those who are admitted to advanced standing. In other words, a mixed professional and academic course seems to be a better equipment for the teacher than a purely academic course supplemented by a purely professional course, even though the same studies are involved.

The introduction of open air physical exercises has been conducive to better health and better scholastic work than was obtained by enforced gymnasium practice, which had become irksome and distasteful to a majority of our students. Our tennis courts, basket ball and base ball grounds are a constant source of pleasure, and of physical, mental and moral strength.

I have prepared a large record-book in which I record the work of each graduate after he leaves this school. Each graduate reports to me every year on blanks which the school supplies him, stating where he has taught, when, how long, salary, name of clerk, etc. The facts of these reports I then transcribe into the record book. In this way I keep in close touch with all the graduates, and am always cognizant of their whereabouts and of their successes or failures. The State Normal School at Chico, has graduated two hundred and fifty-two students; and, excepting the class that has just graduated and those women who have married, every living graduate but six has been teaching during the past year. Who shall say, in the face of such a record, that Normal Schools are not a success, or are not appreciated? Moreover, without any further training, they have become teachers in Normal and High Schools, principals of high and public schools, teachers in nearly all of the city schools of the State, members of Boards of Education in many of the counties, and are steadily moving upward. These facts show that Normal Schools are progressive, and that they instill a spirit that makes more for good work in the teachers' profession than has hitherto been accorded to them.

Our training school has been re-organized on plans that are easily adaptable to the public schools into which our graduates must go; it is in charge of five strong critic and model teachers; and into it the students of the Normal department are sent during their last year, first, for observation of the teaching of the regular teachers, next, for teaching under close scrutiny and criticism of the critic teachers, and lastly, for responsible teaching with only occasional visits from supervising teachers. The number of pupils in the training department is restricted to the needs of the Normal department, and has been during the year just closing about two hundred.

A kindergarten department was organized and equipped at the beginning of the year, and is now in full operation and doing good work. No candidates for the kindergarten diploma have as yet presented themselves, and it is not probable that many will until kindergartens are made an integral and necessary part of the public school system, and attendance therein given the same degree of importance as attendance in the other grades. I have, however, given all members of the graduating class in the Normal School the opportunity to observe, and make a study of, the methods of teaching in the kindergarten, and I believe the result will be improved teaching in all the grades.

In view of the fact that the children who attend the training schools, which are solely under the management of the Normal School Boards are not considered by the County Superintendents in apportioning money to the districts on the basis of average daily attendance, and that thereby serious loss is entailed upon the district in which the Normal School is situated, I recommended to the Joint Board of Trustees of the State Normal Schools, at the regular session of said Board, that they take steps to have Section 1858, of the Political Code amended to read as follows:

Fourth—All school money remaining on hand after apportioning to the districts the moneys provided for in Subdivision 3 of this Section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. In making up the average daily attendance of any district in which a State Normal School is located, the average daily attendance in the training department thereof shall be added to and made a part of the average daily attendance of said district. And it is hereby made the duty of the President of the State Normal School in said district to keep the records and make the reports of the attendance in said training school at the time and in the manner required of public school teachers.

The Joint Board unanimously voted to recommend that the Legislature pass the Section in the amended form.

Respectfully submitted,

CARLTON M. RITTER,

President of the State Normal School, at Chico.

CHICO, CAL., July 1st, 1898.





Joint Board of Trustees of the State Normal Schools of California.

JAMES H. BUDD.....	Governor
	<i>Ex-Officio.</i>
SAMUEL T. BLACK.....	Superintendent of Public Instruction
	<i>Ex-Officio.</i>
CARLTON M. RITTER.....	President of the State Normal School at Chico
	<i>Ex-Officio.</i>
AMBROSE H. RANDALL.....	President of the State Normal School at San Jose
	<i>Ex-Officio.</i>
EDWARD T. PIERCE.....	President of the State Normal School at Los Angeles
	<i>Ex-Officio.</i>
.....	President of the State Normal School at San Diego
	<i>Ex-Officio.</i>
REV. E. GRAHAM, D. D.....	Chico
GEORGE E. HARVEY.....	Chico
DR. C. A. OLIVER.....	Chico
CHARLES A. REYNOLDS.....	San Francisco
J. E. DOOLITTLE.....	San Francisco
JAMES M. PITMAN.....	San Jose
ROLEY E. WILHOIT.....	Stockton
EULALIA A. WILSON.....	Temescal
J. MARION BROOKS.....	Los Angeles
T. P. LUKENS.....	Pasadena
A. E. POMEROY.....	Los Angeles
PERCY R. WILSON.....	Los Angeles
JOHN C. FISHER.....	San Diego
W. R. GUY.....	San Diego
CHARLES T. HINDE.....	San Diego
THOMAS O. TOLAND.....	Ventura

Officers of the Board.

GOVERNOR JAMES H. BUDD.....	Ex-Officio President
STATE SUPERINTENDENT SAMUEL T. BLACK.....	Ex-Officio Secretary





THE FACULTY AND STUDENTS DURING MORNING EXERCISES.

Powers and Duties of the Joint Board.

This Board shall meet on the second Friday of April of each year, alternately, at the different State Normal Schools. The first meeting after the passage of this Act shall be at Los Angeles; the second meeting at Chico, and the third at San Jose. Thereafter the places of meeting shall be in the order named above. A special meeting may be called by the Governor for the transaction of any urgent business affecting the welfare of any or all of the State Normal Schools. It shall be the duty of this Joint Board:

1. To fill a vacancy in the presidency of any of the State Normal Schools, and to fix the salaries of the Presidents of the several Normal Schools; *provided*, that no President of any Normal School shall participate or vote upon the selection of a President, or fix the salary of any President of any of the State Normal Schools.

2. To sit as a Board of Arbitration in matters concerning the management of each State Normal School that may need adjustment.

3. To dismiss a teacher from either of the State Normal Schools for good and sufficient cause, after having been elected as designated under section fourteen hundred and eighty-nine of this code.

4. To prescribe a series of text-books for use in the State Normal Schools.

5. To prescribe a uniform course of study, and time and standard for graduation from the State Normal Schools.

6. To prescribe a uniform standard of admission for students entering the Normal Schools.

7. The Joint Board shall also have the power to pass any general regulations that may be applied to all of the State Normal Schools, thus affecting their well-being.

8. Members in attending the meetings of the Joint Board shall receive mileage while in actual attendance upon the meeting, the same to be paid out of any appropriation made by the Legislature for that purpose.

9. The Superintendent of Public Instruction shall be the Secretary of the Joint Board. The Secretary shall keep a full record of all proceedings of the joint meetings of the trustees, and shall notify the Secretary of each Board of Trustees of any changes made in the course of study or the text-books to be adopted.





Rules Adopted by the Joint Board of Normal School Trustees, held at San Jose, June 25, 1897.

The President of each State Normal School shall have the power, and it shall be his duty:

1. To superintend the Normal School under his charge.
2. At the close of the school year, or whenever vacancies occur, to nominate persons as teachers.
3. To assign the teachers and other employes to their various duties, and to hold them responsible for the proper performance thereof.
4. To adopt and enforce such rules as, in his judgment, may be necessary for the welfare of the school; *provided*, such rules do not conflict with the rules of the Trustees of the school.
5. To report from time to time, at least once a year, to the Board of Trustees, the nature of the work being done by the various teachers, and the general condition of the school, and make such recommendations as in his judgment will increase the efficiency of any department of the school, or of the school as a whole.
6. To assume full charge and direction of the grounds and buildings thereon, and the persons employed in and about the buildings and grounds, under the direction of the Board of Trustees.
7. All current bills and charges shall be created by the President of the school, by and with the consent of the Executive Committee of the Board of Trustees.





Board of Trustees of the State Normal School at Chico.

JAMES H. BUDD,	-	-	-	-	-	-	-	Governor
								<i>Ex-officio.</i>
SAMUEL T. BLACK,	-	-						Superintendent of Public Instruction
								<i>Ex-officio.</i>
CARLTON M. RITTER,	-	-						President of the State Normal School
								<i>Ex-officio.</i>
REV. E. GRAMAM, D. D.,	-	-	-	-	-	-	-	Chico
GEORGE E. HARVEY,	-	-	-	-	-	-	-	Chico
DR. C. A. OLIVER,	-	-	-	-	-	-	-	Chico
CHARLES A. REYNOLDS,	-	-	-	-	-	-	-	San Francisco

Officers of the Board.

REV. E. GRAHAM, D. D.,	-	-	-	-	-	-	-	President
CARLTON M. RITTER,	-	-	-	-	-	-	-	Secretary

EXECUTIVE COMMITTEE.

REV. E. GRAHAM, D. D.,	GEORGE E. HARVEY.
DR. C. A. OLIVER.	



Powers and Duties of the Board of Trustees of the State Normal School at Chico.

1. To elect a Secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the Board.
2. To prescribe rules for their government, and the government of the school.
3. To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutions.
4. To provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of pupils.
5. To establish and maintain Model and Training Schools of the kindergarten, primary, and grammar grades, and require the students of the Normal School to teach and instruct classes therein.
6. To elect necessary teachers upon their nomination by the President, fix their salaries, and prescribe their duties; *provided*, that after the teachers have served successfully and acceptably for a term of two years, their appointment thereafter shall be made for a term of four years at least, unless removed for cause, as hereinafter specified.
7. To control and expend all moneys appropriated for the support and maintenance of the school, and all moneys received for tuition and donations.
8. To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.
9. To keep, open to public inspection, an account of receipts and expenditures.
10. To annually report to the Governor a statement of their transactions, and of all matters pertaining to the school.
11. To transmit with such report a copy of the President's annual report.
12. To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; *provided*, that such person shall have at least thirty days' previous notice of such contemplated action, and shall, if he asks it, be heard in his own defense.
13. The time and place of regular meetings must be fixed by the by-laws of the board. The Secretary must give written notice of the time and place of special meetings to each member of the board. Each member shall be allowed his expenses in attending the meetings of the board, the bills to be audited the same as any bills for the maintenance of the school.

By-Laws of the Board of Trustees of the State Normal School at Chico.

ADOPTED JANUARY 26, 1898.

1. All by-laws and rules of this board, heretofore or now in force, in conflict with these by-laws, are hereby repealed.

2. The officers of this board shall be a President, a Secretary, and an Executive Committee of three members. The President, the Secretary, and the members of the Executive Committee shall be elected each year, at the July meeting. The Secretary shall be allowed one hundred and fifty dollars per annum for his services.

3. The regular meetings of this board shall be held at the office of the President of the school on the twenty-fifth of each month, at 8 o'clock P. M. When the twenty-fifth falls upon a holiday, the date of meeting shall be the next succeeding day that is not a holiday.

4. Special meetings shall be called by the Secretary at the request of the President of the Board, or of any two members.

5. Four members shall constitute a quorum for the transaction of business.

6. The Executive Committee shall meet on the same date and at the same place that the regular meetings of the board are held, but at 4 o'clock P. M., and shall audit all bills and charges which the President of the school has created during the month.

7. The "Tuition Fund" shall be the fund into which all sums for tuition in the Training School, all deposits by students, all gifts, all charges collected, and all other sums received from any other source than the State, shall be paid. And against this fund the President of the school may create necessary bills and charges for expenses of members of this board in attending meetings of this board, or for mileage of members of this board in attending meetings of the joint board, when said expenses or mileage cannot be paid by the State; for printing; for telegraph and telephone service; for athletics; for text-books; for expressage and freightage; for exchange on pay-rolls; and for such other current expenses as shall conduce to the well-being of the Normal School.

8. Each student in the Normal Department shall, at the time of entering, pay \$5.00 to the President of the school for payment for the loss or destruction of books or other property belonging to the school, and for payment for supplies used in biological, chemical, physical and sloyd laboratories; and when the deposit of any student shall have been exhausted, that student shall pay in another five dollars. All unused portions of each student's payments shall be returned to that student at the time of graduation, or of his permanently leaving the school.

9. Rates of tuition for students attending the Kindergarten, Primary, and Grammar Departments of the Training School shall be as follows,

payable quarterly in advance: Kindergarten, and 1st, 2d, and 3d Grades, \$3.00 per school year; 4th, 5th, and 6th Grades, \$4.00 per school year; 7th, 8th, and 9th Grades, \$5.00 per school year. No deductions shall be made on account of absence.

10. Election of members of Faculty and other employes shall be held at the regular meeting in June, unless otherwise determined by the board.

Faculty.

CARLTON M. RITTER, President, and Professor of Pedagogy and School Management.

MINOR L. SEYMOUR, Vice-President, and Professor of Botany, Zoology and Physiology.

*——— Professor of Mathematics.

ERNEST N. HENDERSON, Professor of Psychology and Methods of Teaching.

ELMER I. MILLER, Professor of History and Geography.

ESTHER M. WILSON, Professor of Music, Drawing and Sloyd.

HELEN BALLARD, Professor of the English Language and Literature.

MAXWELL ADAMS, Instructor in Physics, Chemistry and Elocution.

WINIFRED S. BANGS, Instructor in English Grammar, Composition and Rhetoric.

LEVI C. HOWLAND, Instructor in Mathematics.

CLARA M. MCQUADE, Director of the Kindergarten Department.

GRACE A. LOVE, General Assistant.

EMMA J. FULLER, Critic, and Teacher in the Grammar Department.

ELIZABETH ROGERS, Critic, and Teacher in the Primary Department.

EMMA A. WILSON, Teacher in the Grammar Department.

MAY KIMBALL, Teacher in the Primary Department.

AIMEE M. JONES, Assistant Teacher in Training School.

* Temporarily in charge of the President of the School.

Employes.

J. W. CLARK, Janitor.

PETER KNUDSEN, Gardener.

M. B. BAIROS, Janitor of Museum.

Suggestions.

It is suggested to members of the Faculty:

1. That the conduct and standing of students should be discussed only in Faculty meetings or with the President.
2. That other departments and other members of the Faculty should not be discussed at all with, or in the presence of, students.
3. That no communication of any sort among the students should be allowed during the recitation period.



H. S. CRONK

STUDENTS IN ASSEMBLY ROOM.

4. That students should be seated alphabetically, and received into and dismissed from the classrooms in an orderly manner only.

5. That loud talking and laughing, and heavy and rapid walking, should not be permitted at any time within the rooms or halls.

6. That students should be addressed only as Mr. —, or Miss —.

7. That the utmost care should be exercised in the conducting and grading of exercises, so that no just complaint of partiality can be made.

8. That all work should be tested frequently, to the end that thoroughness may be assured.

9. That no assistance of any kind whatever should be given or received by the students during recitation or examination.

10. That all cases of absence, tardiness, or weakness in work, should be reported to the President at once.

Calendar.

TENTH YEAR—NINETEENTH TERM.

Entrance Examinations and Filing of Credentials, Monday, September 5, 1898, at 9 A. M.

Recitations begin Tuesday, September 6, 1898, at 8:30 A. M.

Vacation begins Friday, December 23, 1898, at 3:00 P. M.

Vacation ends Monday, January 2, 1899, at 8:30 A. M.

Term ends Friday, January 27, 1899, at 3:00 P. M.

TWENTIETH TERM.

Entrance Examinations and Filing of Credentials, Saturday, January 28, 1899.

Recitations begin Monday, January 30, 1899, at 8:30 A. M.

Vacation begins Friday, March 31, 1899, at 3:00 P. M.

Vacation ends Monday, April 10, 1899, at 8:30 A. M.

Term ends Friday, June 23, 1899, at 3:00 P. M.

Qualifications for Admission.

The applicant must be:

1. Sixteen years of age.
2. Of good moral character.
3. Of good physical health; and
4. The holder of a teacher's certificate of any grade, or of a diploma of graduation from the ninth grade of city schools, from the grammar schools of any county, or from any High School organized under the laws of the State; or instead of 4.

5. Able to pass a creditable examination in the following subjects: Arithmetic, Grammar, Geography, U. S. History, Reading, Spelling and Penmanship.

FOR ADVANCED STANDING.

The applicant must, in addition to the foregoing, be able to pass a creditable examination in all subjects of the course which he wishes to omit.

Every applicant for admission as pupil to the Normal School must, at the time of making such application, sign a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or of the State or Territory where the applicant resides.

Expenses.

1. Board and lodging in approved private families will average about sixteen dollars per month.
2. Suites of nicely furnished rooms in approved private families may be rented at very low rates, so that pupils by clubbing together and keeping house may keep their expenses as low as eight dollars per month.
3. Tuition is free; free use of all text-books in the library is granted to all pupils.
4. A small charge is made for chemicals, etc., in laboratory work; but in the aggregate it should not exceed \$5 for the entire four years' course.

Discipline.

Matters of discipline are based upon the humane theory of self-government. He only is able to govern others who is able to govern himself.

The regular study hours, from 7 to 10 P. M., should be unremittingly observed on all days except Fridays and Sundays.

All unnecessary promenading upon the public streets should be avoided.

Absence or tardiness, except in case of sickness, should be entirely unknown.

Keeping the company of the opposite sex is, as a rule, inconsistent with strong work in school.

The habit of speaking of teachers, pupils or others, in complaining or uncomplimentary terms is harmful to the well-being of the speaker, and should be suppressed in its incipency.

It is the duty of every one to be cheerful; to avoid worrying; to be just; to be healthy. Hence, each student should be regular in all matters of exercise, diet, sleep and study.

Library.

The Library contains six thousand four hundred eighty volumes, classified and arranged for the convenience of the work in the various departments. The books have been carefully chosen, and it is aimed to make the Library an important feature in the success of the school. Beside the ordinary books of reference to be found in any well equipped library, there is a full collection of books of History, Science, Travel and Literature. The best Periodicals, both professional and literary, are kept on the tables for the use of students.

The Library hours will hereafter be from 8 A. M. until 5 P. M. during school days, and from 9 A. M. until 12 M. on Saturdays, affording ample opportunity for consultation of books and reading of magazines.

School Journal.

The "Normal Record" is a monthly, managed by the students who are within one year of graduation. Its purpose is to encourage the students of all the classes to engage in exercises of a journalistic nature to as great a degree as is consistent with a proper fulfillment of their destinies as teachers in the broadest sense of the term. The management, moreover, gains valuable lessons in economics, as the "Record" must be entirely self-sustaining. To the end that the responsibility may not be shifted to other shoulders, it is provided that all contributions must be from the students, except one in each issue, which may be from the pen of a member of the faculty.

Alumni.

This school now numbers two hundred and fifty-two graduates, and their influence is co-extensive with the Pacific Coast itself. They are found teaching in almost every county of the State, from Oregon to Mexico. Their work has also been in the States and Territories of Oregon, Washington, Arizona, Nevada, Utah, and Ohio. It will readily be seen what an influence they are capable of exerting for the growth in power and influence of their alma mater. The one thing needful is the annual return to Chico of as many as possible, to renew acquaintances, to form new ties with other classes, and to pledge afresh their allegiance and devotion to an institution that has its hope and prosperity indissolubly united with theirs. It is theirs to select strong material for the student body, to advance the Normal standard into regions that have not known its beneficent influences, and to awaken and foster a professional spirit among all the members of the teaching force.

Societies.

There are three literary and religious societies immediately connected with the school, membership and attendance upon which are confined to the students, alumni, and faculty of the school.

The Normal Literary Society, in point of numbers and general influence, is the leading society of the school. It holds its meetings regularly at 7:30 o'clock, in the Assembly Hall, on alternate Friday evenings.

The Young Men's Debating Society, as its name implies, is a society whose membership is confined to the young men, and whose object is the discussion of important questions of public or forensic interest. It holds its meetings on the alternate Friday evenings not appropriated by the Normal Literary Society, and at the same place and hour.

The Young Women's Christian Association, convenes on every Friday afternoon, at 4 o'clock, in Room C, for the purpose of devotional exercises, making a study of sacred literature and the advancement of a wholesome moral tone among the students of the school.

Much good has already been done by each of these societies, and much more may be done by them if all who attend will take an earnest and dignified part in the exercises, and if every student will become a member of at least one of the societies.

Rights of Graduates.

Under the laws of this State, and the recent decision of the Supreme Court of the State of California, all County and City Superintendents, and County and City Boards of Education, must recognize the diplomas of the State Normal Schools, and issue certificates thereon, which shall entitle the holder thereof to teach in any primary or grammar school.

The Demand for Teachers.

The demand for trained teachers is growing to such an extent that while it is conceded that more than fifty per cent of those who obtain certificates upon examination are unemployed, the graduates of the Normal Schools are almost unanimously employed, and in most desirable positions. The graduates of the State Normal School at Chico are now employed in the school departments of the cities of San Francisco, Cleveland (Ohio), Oakland, San Jose, Stockton, Alameda, Fresno, Chico, Napa, Red Bluff, Redding, Willows, Colusa, and Tulare, and in the counties of Modoc, Siskiyou, Trinity, Humboldt, Shasta, Lassen, Tehama, Glenn, Mendocino, Napa, Colusa, Yolo, Sutter, Butte, Yuba, Plumas, Sierra, Nevada, Placer, Sacramento, Amador, San Joaquin, Contra Costa, Alameda, San Francisco, Santa Clara, Santa Cruz, San Benito, Monterey, Calaveras, Mariposa, Merced, San Luis Obispo, Fresno, Inyo, Tulare, Kern, Ventura, Los Angeles, and San Diego.



MUSEUM SP

CENTRAL AISLE IN MUSEUM.

The Personnel of the Faculty.

The members of the Faculty are, almost without exception, graduates of Universities, Colleges and Normal Schools of high rank, and are men and women of unusually successful experience in high positions. It is believed that each is a specialist in his own department, who has a broad general culture that makes so much for the highest success of a specialist in any line.

The Student Body.

The students of this, as of Normal Schools in general, are an earnest and superior class of pupils, who come to the Normal School for a definite and noble purpose; hence, their influence upon their associates is always of an elevating character.

The Location of the School.

The Normal Building is a beautiful structure, situated upon the banks of a living stream of pure limped water, in the midst of groves of mammoth oaks, and only three miles from the base of the Sierras. It is finished in oiled and natural woods; is heated by four huge furnaces; is surrounded by eight acres of landscape gardening unsurpassed in the State, and has an equipment for arousing a desire for study, and for facilitating good results that is not often equaled.

Suggestions to Students.

STUDENTS WILL, PLEASE REMEMBER:

1. That they are ladies and gentlemen.
2. That good order is indispensable to the best work.
3. That there should be a definite time for study, a definite time for exercise, a definite time for meals and a definite time for sleep.
4. That there should be absolutely no talking in the library, and no loud talking or laughing in the class rooms, corridors or assembly room.
5. That there should be no gathering in groups or useless promenading upon the public streets, or absence from rooms during study hours.
6. That no one can do the best work and retire later than 10:30 P. M.
7. That absence and tardiness should be unheard of except in case of illness.
8. That politeness, generosity and industry are always sure to be appreciated.
9. That regular, moderate and enthusiastic participation in athletics is of inestimable value.
10. That regular attendance upon the services of that church with which they have been connected in their home life is a duty of the highest importance.

Course of Study—4 Years.

	FIRST TERM.	SECOND TERM.
ENGLISH	Reading—20-1. Grammar, Spelling, Word Analysis—20-4.	Reading—20-1. Composition, Penmanship. Myths—20-4.
MATHEMATICS	Arithmetic—20-5.	Bookkeeping—20-1.
SCIENCE	Botany—20-5.	Zoology—20-5.
MISCELLANEOUS ..	Drawing—20-3. Music—20-2.	General History—20-5. Drawing—20-3. Music—20-2.
	THIRD TERM.	FOURTH TERM.
PROFESSIONAL	Elementary Psychology—20-5.	Elementary Child Study—20-5.
ENGLISH	American Selections, Figures of Speech—20-5.	English Selections, Versifica- tion—20-5.
MATHEMATICS	Algebra—20-5.	Algebra—20-5.
SCIENCE	Physiology—20-5.	Physics—20-5.
MISCELLANEOUS ...	Clay Modeling—10-5.	Sloyd—10-5.
	FIFTH TERM.	SIXTH TERM.
PROFESSIONAL	Methods in History and Science—20-3. History of Education—20-2.	Methods in English and Mathematics—20-3. History of Education—20-2.
ENGLISH	American Prose—20-5.	English Poetry—20-5.
MATHEMATICS	Geometry—20-5.	Geometry—20-5.
SCIENCE	Physics—20-5.	Chemistry—20-5.
MISCELLANEOUS ...	Drawing—20-2.	Drawing—20-2.



BASKET BALL GROUNDS.



LAWN TENNIS COURTS.

COURSE OF STUDY—4 YEARS.—Continued.

	SEVENTH TERM.	EIGHTH TERM.
PROFESSIONAL	Teaching—20-5.	Philosophy of Education—20-5. Teaching—20-5. School Law—10-5.
ENGLISH	Elocution—10-5.	
MATHEMATICS	Arithmetic—10-5.	
SCIENCE	Geography and History of U. S.—20-5.	Geography—20-5.
MISCELLANEOUS. . .	Civics—20-2.	

Chorus practice and physical culture throughout the course.

Outside Reading—First term, four Biographies; second term, four Travels; third term, four American Novels; fourth term, four English Novels; fifth term, four longer American Poems; sixth term, four longer European Poems; seventh term, Guizot's History of Civilization; eighth term, Burke's Speeches.

This innovation has proved to be the most valuable change in recent years. Each student reads a carefully selected book every five weeks, and reviews it orally and in writing during the closing two days of the five weeks. It has afforded a grand opportunity to develop taste and enthusiasm for choice home reading.



Course of Study—2 Years.

FOR GRADUATES OF ACCREDITED HIGH SCHOOLS.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Elementary Psychology—20-5. Methods in History and Science—20-3.	Elementary Child Study—20-5. Methods in English and Mathematics—20-3.
ENGLISH	American Selections, Figures of Speech—20-5.	English Selections, Versifica tion—20-5.
MATHEMATICS.....	Arithmetic—20-5.	Algebra—20-5.
SCIENCE	Botany—20-5.	Zoology—20-5.
MISCELLANEOUS...	Music—20-2.	Music—20-2.
	THIRD TERM.	FOURTH TERM.
PROFESSIONAL.....	History of Education—20-2. Teaching—20-5.	History of Education—2c-2. Philosophy of Education—2c-5. Teaching—20-5. School Law—1c-5.
ENGLISH	Elocution—10-5.	
MATHEMATICS	Geometry—20-5.	
MISCELLANEOUS...	Drawing—20-3. Clay Modeling—10-5.	Drawing—2c-3. Sloyd—10-5.

Graduates of High Schools that are not accredited will be accorded such advanced standing as they are entitled to.

Experienced Teachers.

Teachers holding grammar grade certificates, and who have had at least two years' of fairly successful experience, will be allowed to pursue a course equivalent to the one provided for graduates of accredited High Schools, and will thereby be enabled to graduate in two years, the same time that is required for High School graduates.



HALL, AND CORRIDOR OF FIRST FLOOR.

Course of Study—2 Years.

FOR THOSE WHO DESIRE TO BE KINDERGARTNERS.

	FIRST TERM	SECOND TERM.
PROFESSIONAL.....	Elementary Psychology—20-5.	Elementary Child Study—20-5.
ENGLISH.....	Reading—20-1. Grammar, Spelling Word Analysis—20-4.	Reading—20-1. Composition, Penmanship, Myths—20-4.
SCIENCE.....	Botany—20-5.	Physiology—20-5.
MISCELLANEOUS...	Drawing—20-3. Music—20-2.	Drawing—20-3. Music—20-2.
KINDERGARTEN...	Observation—20-5.	Theory—20-5.
	THIRD TERM.	FOURTH TERM.
PROFESSIONAL.....	History of Education—20-2.	History of Education—20-2.
ENGLISH.....	American Selections, Figures of Speech—20-5.	Elocution—10-5.
MISCELLANEOUS...	Drawing—20-2.	Sloyd—10-5.
KINDERGARTEN...	Theory—20-5. Teaching—20-10	Theory—20-5. Teaching—20-15.

Those who complete the above course will be granted diplomas which will entitle the holders to teach in any kindergarten in the State.

The following may be admitted to pursue the course for Kindergartners:

1. Graduates of High Schools.
2. Those who have completed the first two years of the four years' course herein.
3. The holders of grammar grade certificates.
4. Those who are able to pass an examination which is the equivalent of any one of the foregoing.

Students pursuing the regular course may, in addition, take the course for kindergartners by taking in addition to the work of the regular course the work designated as "Kindergarten" in the course for kindergartners, and may thereby receive both diplomas. The students in the regular course will, upon application, be given the privilege of observing the work in the kindergarten training school.

Department of English.

FIRST TERM.

Reading : Hawthorne's "Tales of the White Hills and the Old Manse." The aim being that the student shall read understandingly and intelligently, making a careful study of words and synonyms. Special drill is given in diacritical marks and spelling, using the text-books as basis.

Whitney's "Essentials of English Grammar."

The foundation work is thoroughly reviewed, and, so far as possible, investigation is made into the logic of Grammar.

SECOND TERM.

Coleridge's "Ancient Mariner;" Milton's "L'Allegro" and "Il Penseroso."

Reading and spelling conducted same as first term, more stress being laid on the literary value of the selection. The student is required to give the thought orally so far as is necessary to the understanding of the poem.

Scott and Denny's "Composition Rhetoric;" constant writing on subjects assigned in the Rhetoric and those drawn from outside sources. Daily oral Composition.

Gayley's "Classic Myths," used as text-book. Readings are given from classic authors to familiarize the student with the embodiment of the myth in literature and to awaken his interest. The readings are illustrated by a fine collection of photographs.

THIRD TERM.

Lowell's "Vision of Sir Launfal," "Commemoration Ode," Holmes' "Chambered Nautilus," Bryant's "To a Waterfowl," "Thanatopsis," Longfellow's "Psalm of Life," Holmes' "The Last Leaf."

The following is an outline of the method of study:

- I. Thorough knowledge of the author's life.
- II. Analysis of thought of poem.
- III. Passages committed to memory.
- IV. Topical analysis.
- V. Diction.
- VI. Allusions.
- VII. Figures of Speech.
- VIII. Meter.

Rhetoric reviewed by topical outline. Daily oral compositions. Short written compositions carried through the term, based on Newcomer's Composition and other work.

FOURTH TERM.

Text-Books.—"English Mail Coach," DeQuincey; "Essay on Burns," Carlyle; Burke's "Speech on Conciliation."

The work of this term includes a critical study of De Quincey's essay as a specimen of poetic prose; careful consideration of De Quincey's life and character, of his place among English writers; a glance at his contemporaries and the literature of the first half of the century.

Further, a careful study of the "Essay on Burns," as a biographical and critical work; of Burns' life, character, and poetry, as viewed by other critics than Carlyle; a review of Carlyle himself.

There is beside a study of Burke's speech as a specimen of argument and of noble English prose; a review of the history involved; Burke's place among English orators.

Frequent short written compositions are based on class work, or on Newcomer's English composition, or on Baker's "Argumentation," and the class is drilled daily in oral composition.

Careful attention in oral and written work is paid to grammatical construction, ease of expression, logical development and arrangement, and originality. (A supervision continued through the fifth and sixth terms.)

FIFTH TERM.

Text-Books.—American Prose. Webster's Bunker Hill Oration.

The aim of the work of this term is a careful reading of such pieces as "Howe's Masquerade," "My Garden Acquaintance," "Books and Libraries," Lowell's "Lincoln," "On Sound," "Brute Neighbors," to the end that the student may comprehend and value the papers, together with such further readings as will make clear the author's place and importance in American literature.

The class studies critically the Bunker Hill oration, the history lying back of the address, Webster's life, and, so far as time permits, contemporary American oratory.

There are frequent short written compositions based on the class of work, or on Newcomer, or on Baker's "Argumentation," and daily oral composition.

SIXTH TERM.

Text-Books.—Whitney's "Essentials of Grammar;" "Merchant of Venice," or "Julius Cæsar," or "Macbeth;" "Sonnets;" "Paradise Lost," books I and II.

During this term grammar is reviewed, the text-book being Whitney's "Essentials."

Some one of the three plays given above is read, the aim being to acquaint the student with the dramatic form as exemplified in the drama chosen, an analysis of character, a study of the ethics of the play, the strengthening of the student's taste for the best in English Literature.

The term's work includes, too, a study of certain sonnets of Milton, Shakespeare, and Wordsworth, and some acquaintance with the great English epic, with critical literary study of Books I and II thereof.

Frequent short written compositions are based on class work or New-comer, and the class has daily drill in oral composition.

Elocution.

The course in elocution aims to give both the physical and intellectual training requisite for effective reading and speaking. The subject is taken up from the standpoint of the teacher, and the instruction is such as will aid in general school work. No effort is made to train the student to become a professional elocutionist, but the course is given merely as an aid to the intelligent oral interpretation of English.

Department of History and Geography.

To understand the history of a country, a knowledge of its geography is necessary, because the progress of a people is greatly affected by its physical surroundings. Again, much of geography is not intelligible without history. Consequently these subjects are taught together as one subject. The emphasis is put upon the one or the other as the end to be attained may be determined.

General History.

Twenty weeks are given to this subject. The aim of the work is two-fold: *First*, to give a general knowledge of the trend of events in the world's history, of the historic nations, and of the progress of institutions and ideas, with special reference to showing the source and forward movement of the stream of civilization. Those parts of history which help to form, modify, or completely change this stream, and those which give the clearest view of the society and customs of the people, are particularly emphasized. Such study of the past aids in actual practical life, because it is the best aid in solving the problems connected with the progress of both man and society in the future. Particular attention is given to Greek and Roman history because of the very great part they have played in forming and fixing the elements of present civilization. It is designed, also, to give a general outline that may be used as a basis of more extended and more specialized study of a later time, and such knowledge as will serve as a guide for future independent study.

Second—the course aims to instill into the students the true historic spirit. An effort is made to create a desire for further study and investigation, to give some knowledge as well as inclination that will direct the student in original research, and to create an independent historic judgment. Without this historic spirit history study and history teaching must be more or less dry and uninspiring work; it is, moreover, less profitable than it ought to be. To give this spirit there must be a unity running through and connecting the whole work. The fixing in memory a



ART ROOM.



A CLASS ROOM.

large number of isolated facts and dates will not give unity; neither will it make history a living and interesting subject. As far as can be done, the motives and ideals of the people and of the age studied are brought before the student as unifying forces. The spirit of the age must be comprehended in order to see the true influence of any movement. This necessitates a study of the mental or spiritual side of history, the part that man's spirit has performed in determining his own progress. Yet this force in history is not allowed to exclude the other side, the part that has been played by the physical world. Hence, geography, the influence on man's progress of physical environment, climate, coast-line, relief, and similar forces, is given a prominent place in the work.

In brief, the plan pursued is to take a hurried glance at the institutional side of oriental history, which is followed by a more extended study of the history of Greece and Rome. The transition period to Mediæval history is, like the Oriental, studied with reference to its institutional and civilization side. Modern history is more complex, so only the leading movements and the most important nations are considered. Special attention is given to those phases of thought and action, those institutions, political, social, and religious, and those men that best represent the spirit of the time and best aid the study of the society of the present.

American History.

Twenty weeks in the seventh term are devoted to this subject. The students having a foundation in general history, and having broadened their knowledge in other subjects are ready to take up understandingly a special study of their own country.

This work is begun by a somewhat extended review of the most important elements in European progress just previous to the period of American colonization. These elements as far as they are carried to America, are there traced through their various modifications and their relations to ideas originating in the colonies. The gradual but solid growth of local government in the colonies follows; succeeding that, the struggle for independence and national union. The transition from the men and the ideas of the "critical period" following the Revolution to the exciting events of Jackson's time, receives due attention. After this the slavery and State's rights questions are given the prominent places in political affairs; but these are not allowed to exclude the intellectual and industrial development of the people. The principal questions of the Civil War and reconstruction of the South are given proper attention. More recent events are noticed briefly, because being more recent they are more familiar, and hence need less time to learn them. To give an understanding of our institutions, and to fix more firmly respect and love for them, is a constant aim of the work.

Physical Geography.

This work comes late in the course, after the work in the sciences, which most nearly relate to it. This enables the students to use the experiments performed and the knowledge gained in physics and other sciences in physical geography, and thus avoid their repetition. Because of the additional time thus secured a broader scope can be given to the work in other directions.

The subject is studied under the general heads of—

1. Astronomical relations of the earth.
2. The Atmosphere, with special attention to moisture, temperature, winds, storms, weather, climate and the various light and electric phenomena connected with the atmosphere.
3. The Ocean in its general features and with special stress put upon its movements, as waves, currents and tides and their influence on man's progress.
4. The Land, with particular reference to geological forces still acting to modify the earth's surface.
5. Life on the Earth, the geological conditions of its existence, distribution and development. In this connection some of the chief economic products of the earth and their influence on progress are studied. It is designed to show the practical bearing the forces of nature (which constitute the first part of the work) have on the progress of man in his capacity both as an individual and as a member of society.

Department of Mathematics.

The pure mathematics of the State Normal Schools of California comprises the sciences of Arithmetic, Algebra, and Geometry, considered as interdependent parts of an entirety; and, being so considered, they are presented, so far as it is possible, inductively; that is, each subject is presented with a view to the establishment of principles and the gaining of power that shall readily introduce the succeeding subjects. Proper stress is placed upon the high rank which mathematics holds, and has held for centuries, as a factor in every well-rounded system of mental culture.

Arithmetic.

In this science a close investigation of its history, methods, principles, and applications, is made, having in mind at all times the thought that the pupils are to become teachers. It is insisted upon that there shall be a complete comprehension of the subject, as evidenced by clear presentations by the students themselves, by short and accurate solutions, and by preparing the way for the succeeding subjects. Much attention is given to the language of the students. They are to do briefly and accurately every problem solved, and to explain thoroughly every principle involved. The criticism of the class is invited and expected upon the work of their associates. The impressment is sought of the idea that

each subject is simply an expansion of preceding subjects; that the principles already in mind are of universal application; and that, therefore, whatever the students acquire is not for a certain subject, nor for the time being, but is so much permanent capital invested, from which they may derive a constant and growing benefit; fractions, being whole parts, are simply expansions of the idea of whole numbers; decimals, being tenths, hundredths, etc., are simply variations of the fractional symbol for the sake of convenience; percentage being, as its name implies, applications on the basis of one hundred, or hundredths, is no new principle at all, but rather business applications of the principles of fractions and decimals. Stress is placed upon the *practical value* of arithmetic.

Algebra.

This science is introduced as a continuation, expansion, and generalization of the principles of arithmetic. The signs $+$ and $-$ are treated, not as indicating different kinds or values of quantities, but rather as indicating opposite directions, opposite uses of the same kinds or values of quantities. The letters employed are simply the representatives of the symbols 1, 2, 3, etc., indefinitely instead of definitely employed for the purpose of reaching general rather than special results, and for the purpose of deducing rules by which all problems of a class may be readily solved. Classification and generalization are prominent objects in view, so that, instead of rambling and unsatisfactory work, there may be a certainty as to the manner of procedure, and a confidence as to the accuracy of the results reached. In the treatment of the simple equation, its applicability to a large class of problems in arithmetic, and the advisability of employing it in arithmetical work, are discussed and made clear. In the treatment of the general equation, its different methods of solution are clearly outlined as applicable to, and in strict conformity with, the general classification; and the theory of equations is sufficiently entered into to enable the students at sight to denominate the class of the equation, the method of solution, and the numbers of roots or answers. The theory of exponents is considered sufficiently to give a fair working knowledge of the same as integral or fractional, positive or negative, and as logarithms. Stress is placed upon the *disciplinary value* of algebra.

Geometry.

The principal object of this course is to develop the reasoning power of the student, and every effort is made to prevent mere memorizing of a text. The utmost exactness of statement is insisted on. As much time as possible is given to original work, and stress is laid upon the proper method of attack in this. The objective and practical side of the subject is constantly brought out.

Then follows a rigid course in deductive geometry, in which the purpose is to beget thought, develop the reasoning faculties, and cultivate clear, concise, and logical expression. To this end a clear conception of the methods of analysis and synthesis is implanted as early as possible;

and the student's attention is directed to original investigation throughout the course. In this original work the leading methods are distinguished from each other, and their relative values, under different conditions, compared and established. The formal divisions of the demonstration are sharply outlined at first, so as to avoid incoherent talks as much as possible. The subject of loci, which is to geometry what factoring is to algebra, is given much critical attention. The duality of solutions by the intersection of loci is as fully considered as our time will permit. The theory of limits is studied from an arithmetical, algebraical, and geometrical standpoint, and its principles employed to a considerable extent where the method of *reductio ad absurdum* is usually employed.

Stress is placed upon the *practical, disciplinary, and culture value* of geometry.

Book-Keeping.

In this course a brief survey is given of the most general methods of both single and double entry, with the purpose of leading the pupil to a clear understanding of the underlying principles of each, so that he may be able to adjust himself intelligently to any of the special methods where necessary. As much practical work is required as is possible in the time allowed. A practical acquaintance with the commonest forms of business paper is included in the work. No text-book is used.

Department of Physics and Chemistry.

The course in Physics extends through one year.

Believing that science study is chiefly of disciplinary value, the course is made to consist principally of laboratory work. The object of the course is first to familiarize the student with laboratory methods and teach him the use and construction of simple physical apparatus. Methods for introducing experimental work into the public schools are discussed, and as far as possible, elementary experiments, suitable for grammar school work, are pointed out.

In the laboratory an effort is made to develop in the student the spirit of patient investigation, and the ability to see and interpret natural phenomena. He is lead through a careful study of facts, to work out for himself physical laws, and the reason for adopting the prevalent views regarding the simpler properties of matter.

The student is supplied with directions for setting up apparatus and performing the experiments, but he is left to observe results for himself. A few questions help to direct his observations and to bring out his conclusions. Difficult questions are frequently made plain, and the student is at the same time familiarized with different text-books, by references on the subject in the best available authorities.

A subject is first studied experimentally in the laboratory, afterwards a short time is spent in the class room, reviewing the work and discussing the features of the subject outlined in the text-book.



THE LAWN.



IN THE GROUNDS—WALNUT AVENUE.

Recognizing the justice of the demand for general science information, some subjects are studied which are of popular interest and for which the statements of standard text-books are considered true, without any effort being made to demonstrate them.

The work in the laboratory is introduced by a few simple physical measurements of mass and volume, followed by a number of experiments illustrating the properties and forces of matter.

The following subjects are then considered in the order named:

Mechanics.

I. The simple and compound pendulum, with their application to the measurement of gravity and time.

II. Simple machines and their practical uses.

III. The balance, corrections to be made and methods to be used in accurate work.

IV. The properties of liquids, Archimedes' Principle and Density determinations.

V. Gases, their properties and laws.

VI. Atmospheric pressure and its effect, as seen in the barometer, syphon and suction pump.

Heat.

I. Nature and effects of heat.

II. Methods used for determining changes in temperature.

III. Capacity for heat, and the determination of the specific heat of a few substances, and the determination of the latent heat of water and steam.

Electricity and Magnetism

I. Frictional electricity, its effects and the methods of producing it.

II. Current electricity, the methods for constructing different kinds of batteries, and the measure of the current, strength and resistance by use of the galvanometer.

III. The electro-magnetic effects of the current.

The consideration of mechanics and heat constitutes the fourth term's work. During the first part of the fifth term Electricity and Magnetism are taken up as laboratory studies, while the last part of the fifth term, is devoted to text-book work on light and sound, supplemented by a number of classroom experiments.

Chemistry.

The course in Chemistry extends through twenty weeks, and consists of three two-hour periods in laboratory work, and two one-hour periods in classroom work each week. Since chemistry necessarily assumes a knowledge of the physical properties of matter and the phenomena connected with heat and electricity, it is preceded by physics.

Special attention is paid to laboratory work, because of the first-hand information it gives about well known materials, as the result of personal observation, and because of the training it affords in observation, and the opportunity it furnishes for making correct inductions from these observations.

Beginning at an early stage of the course, simple quantitative experiments are introduced, in order to illustrate the laws of definite and multiple proportions, the determination of the combining weights of the elements, and the facts expressed by chemical formulæ and equations.

Many of the more difficult experiments are prepared beforehand and performed in the classroom.

Only the more common elements, and those best suited to illustrate chemical laws are studied. Considerable attention is given to the consideration of the atmosphere, flames, acids, bases, salts, oxidation reduction, crystallization, and the manufacturing processes of a few familiar substances, including illuminating gas, gunpowder, baking powder, glass and soap.

In the class-room work the theoretical side of chemistry is touched upon, and besides the fundamental laws of chemical action the atomic, kinetic and Avogadro's theories are discussed. Special care is given to the methods for the determination of molecular and atomic weights, and in this connection Raoult's law, De Long and Pelit's law of specific heat, Mendeleeff's periodic law and Gay Lussac's gas-volume law are considered.

Qualitative analysis is a branch of applied chemistry, and as such is not taught, further than to give a few characteristic reactions, which may serve to fix the properties of certain chemical substances more firmly in the minds of the students.

Department of Biology.

The work of Biology is in three divisions—Botany, Zoology and Physiology. All the work in these studies is carried on in the museum.

The Museum.

The museum is a laboratory. It is the place in which are wrought out all reading, recitations, dissections and microscopic work belonging to these sciences. It is a room 150 feet long by 75 feet wide. It contains six alcoves nearly 30 feet square and a corridor between the cases 80 feet by 15 feet for dissecting tables. These alcoves are used for a school room, a work shop, an office, a library and study tables. It is lighted by eight sky lights and six triple windows. It contains eight large cases for mammals and birds, four mineral cases and an herbarium. It is admirably lighted, fitted and equipped for biological work.

Botany.

This subject is considered under the divisions of Morphology, Function, Structure and Classification. The object studied is the living plant. The work progresses along the lines of experimentation, from the germ to the fruit. Definitions, conclusions, principles, drawing—

all lead to independent analysis of plants—the most enjoyable but not the most important part of the work. Each student prepares an herbarium of his own as a nucleus for further collections. Yeast, fungi and starch are studied with the microscope. The botany work is favored with eighteen microscopes, forty presses and an herbarium of one thousand species for reference.

Zoology.

The lower forms of animal life are studied under the microscope. A self acquired knowledge of their modes of development, function, structure, habits and habitat lead to their classification. Types of the lower branches serve for dissection, drawing and reading. The most important characters of the group are then stated and fixed in mind. Alcoholic and mounted specimens from the cases furnish plenty of material for a correct idea of the characters of orders and genera. All the mounted birds and mammals are studied as individuals and in groups. Much stress is placed upon the habits of animals, believing that the students as teachers will interest their schools more in this field of observation than in any other. Plans of collection, preservation, presentation and study are given with the hope that objects may form the basis of science work in the public schools.

Physiology.

This, the last and most important of the biological studies, is specially favored. Some of the aids are: A human skeleton, a cabinet of Bock-Steiger models, tables for comparative dissections, solar and calcium light instruments for microscopic projection, and a large number of microscopic slides showing the structure of the most important organs of the body. Each organ studied is treated as if alive, hence function is considered the key to hygiene. Each student prepares for himself a cabinet of twenty representative microscopic slides.

No science study is more progressive or more imperatively demanded in the schools. Hence, in addition to all the standard works on anatomy, physiology and hygiene, the books of the latest authors are found on the reading tables. The cardinal proposition in this study is: Nature intends every boy and every girl to be well. If not well, why not?

Science Library.

All the biological studies are favored with a well furnished science library—works on natural history, both general and specific. These books are never taken from the museum. Each student on entering a science class is supplied for the term with a book on the subject studied. The museum is truly a reading-room as well as a laboratory.

Department of Art.

I. Drawing

The course of instruction does not aim to produce artists in the technical sense of the term, but rather to enable students who complete the work to express thought intelligently in this "Language of Design." The principles and methods underlying the study of Form and Drawing are the principles and methods recognized in all good teaching of other fundamental branches. Drawing is strictly educational. It cultivates the imagination; it furnishes a means of mental development leading to a knowledge and appreciation of the beautiful; it trains the eye to observe, and the hand to execute or give expression to the "Art Idea." Its chief value lies in the *power* the student acquires, rather than in a finished production.

A special course in Methods in Primary Art Education is also given. This includes a detailed statement of lessons and methods of giving them, with full examples of the work for each year.

Color.—The aim and purpose of training the color sense is "to open new avenues of thought through a broader observation of beauty in nature and in art, and to cultivate a spirit for the expression of thought and feeling by the use of color material."

II. Sloyd.

The German Card-board Sloyd is taught, as it is believed this department of manual training is the most practical for the great body of students who go hence to teach in the public schools. Sloyd, like its sister art, Drawing, is a language by which the student may express his thought, and, like Drawing, is a strong factor in intellectual development and culture. It enters into close sympathy with the aesthetic nature and feeling, stimulating the imagination and encouraging the student to self reliance in making discriminations and judgments with reference to the use and harmony of color tones. The models are all common sense, useful objects, and commend themselves to the consideration of any who desire to learn an inexpensive and thoroughly practical form of Manual Training.

Synopsis of Work.

FIRST TERM.

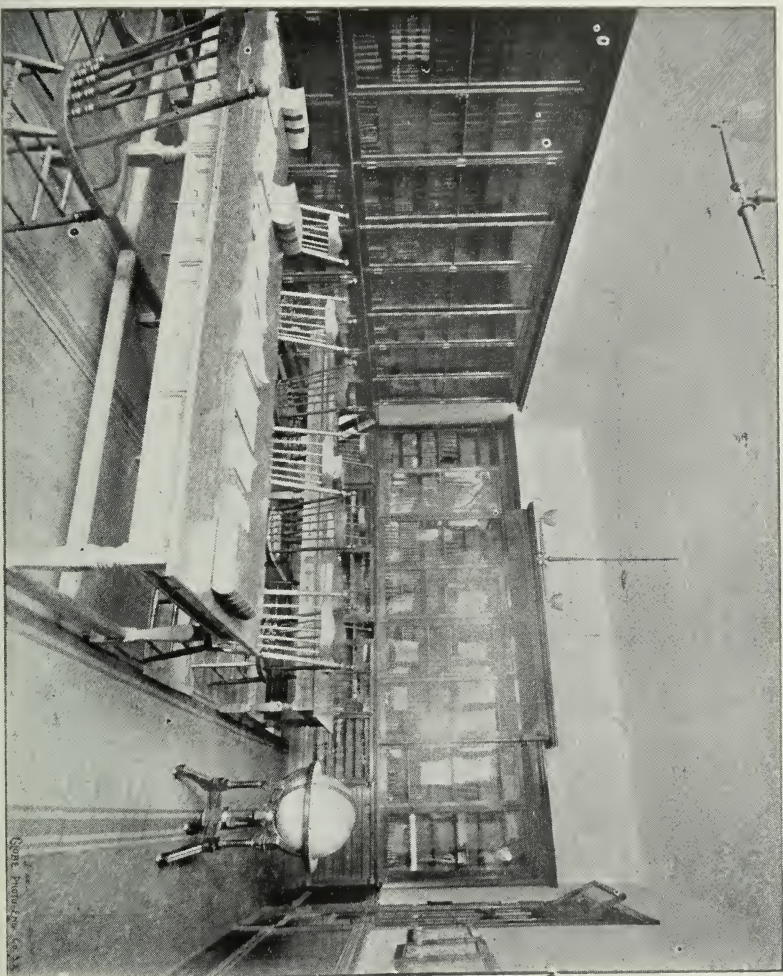
Ten Weeks.—Develop principles of primary method in form study, clay modeling, drawing, stick and tablet laying, paper folding and cutting. Training of the color sense. Demonstration and development lessons.

Ten Weeks.—Principles of perspective and their practical application to drawing objects, natural and manufactured.

SECOND TERM.

Five Weeks.—Perspective continued.

Fifteen Weeks.—Illustrative drawing. Drawing applied to other subjects.



LIBRARY AND READING ROOM.

THIRD TERM.

Ten Weeks.—Clay modeling of fruits, vegetables and ornament in relief.

FOURTH TERM.

German Card-board Sloyd.

FIFTH TERM.

Constructive and architectural drawing.

SIXTH TERM.

Historic Ornament.

III. Music.

The ultimate aim of all work in vocal music is to lead the student to look for thought in musical composition, to express in good voice that which he discovers, and to develop a taste for good music. The students who come to the Normal School have had, as a rule, very little or no study in vocal music, and but few have had any training of the voice or anything in theory. To meet this condition a beginner's class is held twice each year, and as the voices are wholly untrained, considerable attention is given to voice culture, breathing exercises, and tone production, as well as methods of teaching. This instruction is of vital importance in order that the teacher may be able to give proper examples of pure tone for children to imitate. Individual training is given as much as possible. Chorus singing daily.

Outline of Work.

First Term.—Sight reading of the simpler metrical and chorus compositions in major and minor keys. Theory and methods. Training of voice and ear. Pronunciation and articulation exercises. Part singing.

Second Term.—Sight reading of glees, anthems and music of higher grades. Voice culture. Practical exercises in transposition. Elements of harmony. Study of intervals, triads, chords, etc.

Department of Pedagogy.

This department in scope comprises the subjects of Psychology, Child-Study, History of Education, Methods of Teaching, Observation and Teaching in the Training School, and Philosophy of Education, taken up in the order in which they are given herein:

Psychology.

The first subject discussed in this department is Psychology, as it is deemed absolutely essential that the student have some clear cut notions of mental phenomena, the laws of mind growth, the relationship of mind to matter, the influence of mind upon mind, and the inter-relation of physical, mental and moral conditions at the outset.

The leading facts of empirical psychology are presented in a definite manner, and it is expected that the student shall become familiar with them. In general, the subject-matter and the order of its presentation are

as follows: (1) Classification and description of the elements in consciousness; (2) the manner of sequence of states of consciousness; (3) processes involved in cognition; (4) the emotional aspect of consciousness, appreciation and taste; (5) the volitional aspect of consciousness, types of motor activities and character. As regards method, introspective analysis is supplemented by observation, but experiments having quantitative accuracy are not performed.

Besides definite information on the matter outlined above, stress is laid on the development of independent and critical judgment in respect to the facts of mental life. Free discussion is encouraged, and the limits of merely empirical psychology are sometimes transcended when it is evidently necessary to do this in order to get the total significance of the facts involved.

Lastly the educational bearing of the facts and views presented is constantly kept in view.

Child-Study.

The work in this course falls under three main divisions.

(1) Text-book work dealing with the development of the child's mind during infancy.

(2) Observation so far as possible on the part of each student of children illustrating various stages in mental development from early infancy to late childhood. A mere outline is furnished and the students are required to collect the subject matter and ordinarily to make the analysis necessary to fill in the details. This is supplemented by occasional expositions or summations *ex cathedra*.

(3) Supplementary reading on such points of psychogenesis as are of prime importance and have been successfully dealt with by writers on these subjects.

History of Education.

First Term.—(1) Oriental systems. General account of the educational systems of the ancient Egyptians, Hebrews, Chinese, Hindoos and Persians; (2) classical systems, education in ancient Greece and Rome. The educational conceptions of the Greeks are made the central point for which the Oriental systems furnish a background.

Second Term.—The leading movements in the way of educational reform in Europe from the Renaissance to the present time.

Methods of Teaching.

In Geography and History: The work in this class is given under four general heads, as follows:

1. The purpose or ends to be reached by the study of geography and history.
2. The things to be taught in order to reach these ends.
3. Where and how to find materials for geography and history work.
4. Methods of presenting the subject in the various grades.

An effort is made to impress the students with the importance of "nature work" which should be the chief part of geography in the primary grades. Observation and classification along lines that may be interesting and at the same time useful in the further education of the child, must hold a prominent place in the primary work. The students are also impressed with the notion that no one method of presentation is best, or even good, in all schools, or even at all times in the same school. For this reason in the methods of teaching (as also in the things to be taught) several different ways are suggested, and the student, as teacher, is expected to rely on his or her own judgment and discretion as to which is best under any particular set of conditions. As far as circumstances permit, the students are expected to apply the suggested methods in their practice teaching in the training school.

In Science: Methods in this department mean plans for the collection, preservation and study of objects. But this is not all. The subject presumes a general knowledge of the age and ability of the children in the grades of a common school. If such knowledge is lacking, inquiry by the students and instruction by the teacher develop it. All members of classes in Methods are considered as pupil teachers or candidates for such positions. Plans of presentation, order of description, ways of working, outlines of work to be done, drawing and stories are given and required in the order stated. Ways of working with children in each of the divisions of Elementary Science are shown and emphasized, that objects and experimentation with them may form the basis of all work in science.

Methods in science are not given merely for their value to enlist pupil-teachers in the work of cultivating language, training the senses and developing the reasoning powers of children, but that they may, as teachers, bring children in touch and sympathy with nature, teach them to love and admire her beauties, challenge her mysteries and treasure her truths.

In English: The work is carried on by means of talks, papers prepared by members of the class, class discussion and reading of references assigned; the place, the purpose, the importance of language in the school curriculum is impressed. Language is analyzed grade by grade into its various divisions of Phonics, Spelling, Reading, Composition, Language, Literature. Phonics is considered as a special study and as an accompaniment of reading. Readers and other books suitable for reading, the mechanics of reading are given due attention. Importance is attached to accuracy of observation, ease of expression, and originality; also to the aims of composition, its subjects being the daily class work, the lessons in Natural Science for instance, incidents of school and home life, observations of nature—nest building for example—reproductions, and, in the upper grades, analysis of character, stress being laid on original work as opposed to reproduction in all composition beyond the fifth year. In Language (based for first four years on lessons in Science) the importance of early readiness and accuracy of oral composition is

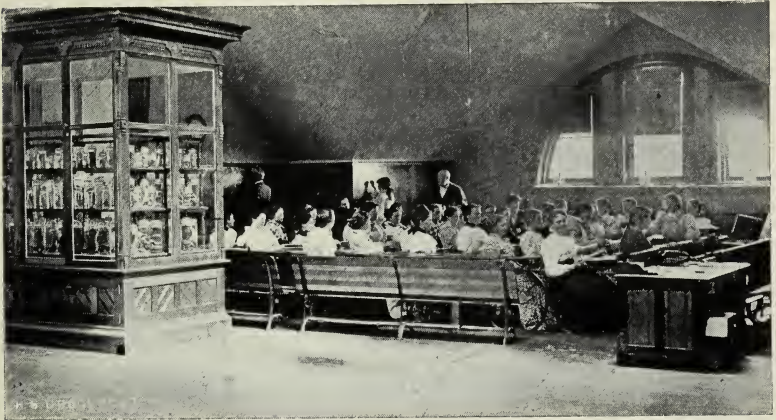
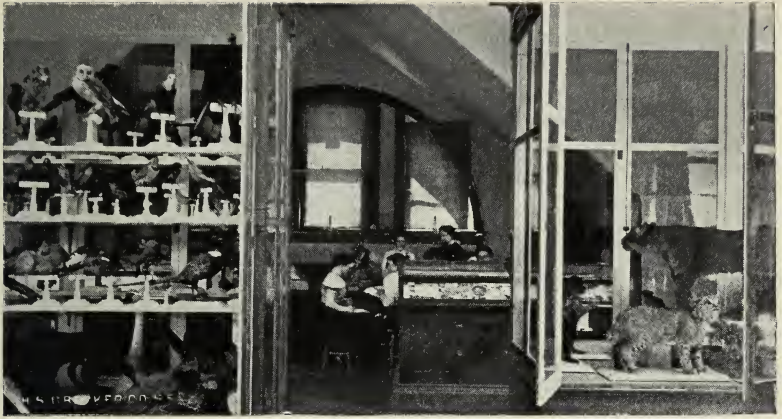
made clear; also the need of careful drill in certain grammatical forms subject to error, as *who*, *whom*, *know*, *lie*, *see*, antecedent and its dependent, etc.; letter writing is considered, also oral and written drill (fifth sixth, seventh grades) in verbal forms, in singulars, plurals and possessives, in different kinds of sentences, in phrases and clauses, in nouns, pronouns and adjectives in their syntactical relations, in homonyms (seventh and eighth grades), in synonyms (eighth and ninth grades), and finally formal grammar is presented by topical analysis, to be given in the eighth and ninth grades. Literature is made to include fairy tales, fables with oral and later written reproduction, myths, history stories, standard stories of stirring interest, as "Robinson Crusoe," "Black Beauty," "The Lay of the Last Minstrel," "Hiawatha," "The Merchant of Venice," with its complexity of motive and interest and its interplay of character, and "Evangeline," its graver note appealing to chords in the child's soul scarce touched as yet.

Daily recitation of quotations and of poems from Stevenson, Sill, Harte, Lanier, Bryant, Lowell, Whittier, Holmes, Longfellow, Tennyson, Byron, Wordsworth, etc., are suggested, as well as reading by the children of library books, to the end that the teacher may create a taste for reading, or guide a taste already active.

Finally a list of books suitable for a school library based on catalogue of the State Board of Education is given, and suggestions are made for the management and care of the school library.

In Mathematics: The course follows the work laid down in "The Psychology of Number," by McLellan and Dewey, and is supplemented by lectures and outside reading. By familiarizing the student with the latest and best methods of teaching mathematics, it is aimed to prepare him for the practical work of the school-room.

In the methods of teaching, the teacher has his grandest field of usefulness. Without his skilled hand little can be done; and the subjects of mathematics are, probably, receiving less, and are in need of more, attention to-day than any other subjects in our public school curriculum. The gradual but permanent changes that have been wrought in mercantile methods call for corresponding changes in instruction in arithmetic. Many of the subjects which are treated in nearly all text-books upon arithmetic, might with great advantage, be given much less time and space, or omitted altogether. In too many schools, however the pupil may be taught at first, as he advances his arithmetic exercises deteriorate to mere mechanical work on slate, paper or blackboard. The pupil is never asked or encouraged to solve his problem in another way, is never encouraged to find a shorter method, and therefore a better one; hence one of the most effectual ways of arousing enthusiasm, of begetting confidence, of inducing expression of thought, is not called into requisition. In all applications explanations should be required for the sake of clearness of comprehension, the development of the power of close and exact expression, and the building up of confidence. The foregoing indicates the line of work in this subject.



1. A BOTANICAL LABORATORY. 2. STUDENTS CENTER OF INTEREST.
3. BIOLOGY CLASS.

Observation and Teaching in the Training School.

The Course of Study in this school is such as to provide practice in the art of teaching under conditions as nearly in harmony with those in which the life work of the graduate will be cast as it is possible to have them. The Training School has been divided into departments of from thirty to forty pupils each, with a strong class teacher for each department, one of whose major duties it is to see that the pupils of the Training School are taught in a superior manner. To these departments the Normal students are sent, first for observation, next for teaching under the immediate supervision of the class teacher or critic, and lastly for independent and responsible teaching. Over these departments responsible critics have supervision subject to the general orders of the President of the Normal School. All, or nearly all, teaching is done in the department as a whole, to the end that in addition to the practice in teaching, each student teacher may have continuous practice in school government and management.

Philosophy of Education.

The nature of education in general, its special form and divisions are determined theoretically. This is accompanied by careful criticism from the standpoint of historic illustrations or experiments. The course is introduced by lectures on types of ethical theory, and by special reading from the works of leading educational reformers. A certain amount of text-book work with recitations is carried on in order to furnish a basis. The course is concluded by a series of essays and discussions conducted on the seminary plan. The leading conceptions, principles, or problems involved in educational work are in this manner studied.

Department of Civil Government and School Law.

Civil Government.

A thorough study of the text in all its details.

In noting variation in local government in different sections of the Union, special study of the local county and town government, of the immediate administrative divisions, such as the school and supervisory districts. Study of municipal growth in certain cities, New York, Brooklyn, Chicago, Detroit, as shown in Bryce's "American Commonwealth," in various monographs in pamphlet form, and in periodicals; special attention to the government of San Francisco; a glance at such municipalities as Glasgow, Berlin, Paris and London.

In connection with the section on State organization, study of State government as exemplified locally in the system of taxation, in the Assembly and Senatorial districts, in the judicial and executive organization.

Consideration of the theories and principles in conflict at the making of the Constitution, of the subsequent development in national history of tendencies active in the beginnings of the government.

As much study as time will permit of the general questions appended to each chapter.

School Law.

A systematic review of the school law of California is given, while especial emphasis is thrown upon the legal duties of teachers and the forms that must be complied with in conducting schools, making reports, etc.

Kindergarten Theory.

THIRD YEAR.

Study of Froebel's Life, Mother Play, Games, Gifts and Occupations (one hour per week to each subject). Observation in Kindergarten and results recorded (five hours per week).

FOURTH YEAR.

Mother Play, Education of Man, Pedagogics of the Kindergarten, Stories, Programs, Gifts and Occupations; Physical Culture throughout the course. Practice teaching under supervision of Kindergarten Director (fifteen hours per week throughout the year).

Kindergarten Course of Instruction.

Color.

FIRST YEAR.

Sight recognition, matching and naming of standard colors.

Arrangement of standard colors (using Prang's spectrum). Color and rainbow games. Use of tints and shades in occupations.

SECOND YEAR.

Review of first year's work. Arrangement of spectrum colors (using Prang's spectrum of twelve colors). Combining colors. Mixing and using water colors. Sight recognition of tints and shades.

Form.

FIRST YEAR.

Sight recognition of sphere, cube and cylinder.

Recognition of forms in first four gifts. Sight recognition of circle, square and oblong.

Observation and naming of lines, their kinds and direction.

Observing and making angles. Observation and recognition of similar forms, lines, angles, etc., in child's surroundings. Molding and stamping in sand. Clay modeling. Drawing with chalk and charcoal.

SECOND YEAR.

Review of last half year's work. Recognition of new forms in Fifth and Sixth Gifts. Outlining and cutting pentagon, hexagon, etc. Modeling and drawing.

Size, Dimension and Position.**FIRST YEAR.**

Ideas of size, dimension and position developed incidentally through use of gifts and occupations.

Children encouraged to measure sticks, weaving mats, folding paper, etc. Idea of "inches" developed.

SECOND YEAR.

Guessing games relative to above subjects introduced. Children led to classify objects of like size and dimension. Idea of "foot" developed.

Number.**FIRST AND SECOND YEARS.**

Number work is informal and incidental. Counting, division of cube into halves, fourths and eighths. "Making and unmaking" numbers. Grouping "threes," "fives," etc. (Informal number work enters into nearly every kindergarten exercise.)

Nature Study.**FIRST AND SECOND YEARS.**

Plant Life.—Seeds gathered, sorted, named and planted in pots and gardens. Germination of seed watched. Parts of plant observed, twigs budded, etc.

Animals.—Observation and care of pet animals belonging to the kindergarten. Domestic animals observed, movements, covering, parts and use noted. Stories told and games developed.

(Nature study in the kindergarten is the center of educational effort, as well as the basis of ethical training.)

Geography.**FIRST AND SECOND YEARS.**

Elementary notions leading to Geography cultivated through use of sand table. Short excursions taken and "story of trip" told on sand table.

Daily observation of sky and weather vane. Points of compass made familiar in this way.

Language and History.**FIRST YEAR.**

Special work, songs and stories for our national holidays. Simple ideas of our country, our flag and our Presidents developed.

Memorizing poetry and songs. Reproduction by children of simple, familiar stories.

SECOND YEAR.

Same as first, enlarged and extended.

Rhythm and Tone.

FIRST AND SECOND YEARS.

Marching, Singing and Motion Plays.

N. B.—The above outlines may be termed the body of the kindergarten. The soul or spirit is contained in the songs, games and stories, since through these the work is verified and kept in unity.

In practice a thought is chosen for the year, the year divided into seasons and the monthly program arranged to meet the needs of the children.

Texts for Kindergarten Course.

1. Mottoes and Commentaries of Froebel's Mother Play. (Trans. by Susan E. Blow.)
2. Symbolic Education. (Susan E. Blow.)
3. Pedagogics of The Kindergarten. (Trans. by J. Jarvis.)
4. Education of Man. (Trans. by Hailmann.)
5. Froebel and Education Through Self Activity. (H. C. Brown.)

Training School Course of Study and Instruction.

Reading!

FIRST YEAR.

The word, sentence and phonic methods are combined in teaching this subject. The new words and sentences are taught in script from the board. Special attention is given to tones and expression.

As soon as the phonograms have been learned much synthetic work is done. All the new words are *now* acquired by means of phonics.

Oral and written spelling of two hundred words.

One half of six First Readers is read during year.

SECOND YEAR.

Six First Readers completed during the year. A part of two Second Readers. Easy lessons selected from magazines and books.

Phonic work continued.

Oral and written spelling of words selected from the reading lesson.

Special attention is given to articulation, enunciation and naturalness of expression.

THIRD YEAR.

Several Second Readers completed. Reading "Little Folks of Other Lands," and from two Third Readers.

Spelling and phonic work continued. Sight reading from magazines and easy books.

FOURTH YEAR.

Two Third Readers completed. "Seven Little Sisters" and Sheldon's Fourth Reader.

Spelling and Sight Reading continued.



TWO VIEWS IN THE CORRIDOR.

FIFTH YEAR.

"Aunt Martha's Corner Cupboard," "Robinson Crusoe," "Pratt's American History Stories," "The Tales of a Grandfather."

Stories read or told from the following: "Pilgrim's Progress," "Lamb's Tales from Shakespeare," "Boys of Other Countries," "Pacific Coast Stories."

Oral and written spelling, the words being taken from reading or other subjects. Much attention given to marking and sounds of letters in preparation for work with dictionary.

SIXTH YEAR.

Reading from standard authors; historical and geographical reading, etc. American history stories; Dickens' "Christmas Carol."

Drill on pronunciation of words commonly mispronounced. Mistakes of the class to form bases of drill. Stories read or told from the following: "Stepping Stones to Literature," "Kingsley's Greek Heroes," "Ten Boys on the Road from Long Ago to now," "Pepacton."

Spelling same as in preceding grade, rules for final e and y, with applications. Rules for doubling final consonant.

SEVENTH YEAR.

Fifth Readers, Birds and Bees, and selections from standard authors, Evangeline, Courtship of Miles Standish and other poems relating to history work. Brief study of the authors read.

Spelling similar to preceding work. Knowledge of diacritical marks summarized and extended. Synonyms and homonyms studied. Perfect work required.

EIGHTH YEAR.

Selections from Riverside Literature series. The faults of individual pupils to be carefully corrected.

Reading some of the following books at home: "Gladstone's Primer of Homer," "Myths and Myth-Makers," "Longfellow's Prometheus," "Ben Hur," "Ivanhoe," "Prue and I," "Back Log Studies."

NINTH YEAR.

Selections from standard authors. Study Lady of the Lake as a whole. Selections from Emerson, Carlyle, Ruskin, Hawthorne, Lowell, with some study of their lives and guide to the interpretation of their writings.

Language.

FIRST YEAR.

Reproduction of stories read and told. Description and interpretation of pictures. Memorizing gems and poems. Attention is paid to the correct use of singular and plural forms of common verbs, such as is, are, was, were, sees, seen and tense forms, as saw, seen, know, knew, etc. Also to the correct use of this and that, these and those.

Use of capital letters in beginning sentences, and of period in closing them. Copying words and sentences from the board, and short sentences from dictation. (See Nature Study.)

SECOND YEAR.

Continue the work of the first year. Capitalization of names of persons, cities, days of the week, and of the months of the year. Use of the question mark, of the comma in a series, and in direct address. Oral descriptions of plants, animals and birds.

THIRD YEAR.

Written descriptions of animals, plants and birds.

Oral and written reproduction of fables and U. S. History stories.

Use of the verbs *lie* and *lay*, *sit* and *set*. Punctuation of the direct question and of the direct quotation. Imaginative stories.

FOURTH YEAR.

Letter writing. Kinds of sentences. Reproduction of U. S. History stories. Lessons upon the care of the body, and upon the eye, ear, nose and mouth. Continue work upon plants, animals and birds. Special attention is called to resemblances as a basis for classification. Paragraphing, capitalization and punctuation is emphasized throughout the work.

FIFTH YEAR.

Such lessons in Hyde's Practical Lessons in the Use of English, Second Book, as shall be helpful in teaching pupils to express their thoughts correctly. Short compositions from time to time. Much attention given to letter writing. In connection with language work, lessons in science are given.

Plants: Kinds of fruit, fleshy fruits, dry fruits, kinds of each, etc. Seeds and their methods of distribution. Life history of plants from seed to seed. Uses for food and manufacturing purposes.

Animals: Classes of vertebrates, with especial attention to the mammalia. Animal products, with processes of manufacture.

Breathing: Its objects, position of body for good breathing; ventilation without draughts.

Digestive Organs: Proper habits of eating, and proper foods; alcohol and tobacco, tea and coffee, as affecting these organs and their functions.

SIXTH YEAR.

Character of the work the same as that in the fifth year; independent work in making outlines and writing compositions. Forms of descriptions of plant, animals, historical personages, places, etc., taught. Summarizing of pupils' knowledge of capitals and punctuation marks in the form of rules for the use of each.

Plants: Study of the plant as a whole, with emphasis upon the features which determine classification. Study of families of plants. Observation of ferns, mosses, mushrooms and lichens. General review of work done, using Gray's "How Plants Grow," or a similar book.

Animals: Common forms of invertebrates. The pupils' knowledge of insects reviewed and extended. Study of worms, snails, clams, crayfish, related forms. The oyster industry, sponges, starfish, corals, etc. Studied from specimens in the museum. Comparison of types with each other and with man.

Rocks, Minerals: Quartz and its common forms—crystals, sand and sandstone; manufacture of glass; other constituents of granite; position and arrangement of rock masses, in beds or strata, in ledge, boulder, vein, etc.

The Metals: Gold, silver, iron, copper, lead, tin.

Geographical Agencies: Water, ice, heat, pressure, chemical forces.

SEVENTH YEAR.

Elementary Science (20 weeks).

Physiology: Knowledge of animal structure gained from the work in zoology utilized; general structure of the body, and functions of the different parts and organs taught by means of models and materials obtained from butcher's shops.

Especial attention to hygienic habits, eating, drinking, sleeping, exercise, cleanliness, caring for teeth, breathing pure air, avoiding draughts, etc.

Physiography: The relief of the earth and the agencies that produce changes. Studied by the observation of geological forces and atmospheric phenomena in the Sacramento Valley. Similar phenomena not found in the vicinity. Special topics, evaporation and precipitation, wind, rain, dew, snow, hail; weather maps; review of rocks and soil; springs, river, valleys and lakes, and forces producing them. Glacial action as illustrated in the vicinity. Field work, when possible.

History (20 weeks).

The pupils have gained many facts in the U. S. History from reading and literature work of preceding grades, and the first work will be the recalling, systematizing and extension of the knowledge they already have. The important facts of history, the principal characters and significant events should be made to stand out clearly in all the work. The work should be taken up topically, the pupils obtaining information from several text books rather than from one, that the habit of reading history may be formed.

EIGHTH YEAR.

U. S. History—following the plan laid down for eighth year (20 weeks).

Grammar (20 weeks).

Book taken, Lockwood's. Work taken to the verbs.

NINTH YEAR.

Thorough review of Grammar, Letter Writing, much drill on the use of correct forms.

Number.

FIRST YEAR.

Development of numbers to 12. Operations taught by means of objects; $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of numbers to 12. Practical problems embracing all the operations. As soon as ten is taught, teach by means of splints the reading and writing of numbers to 100.

Quart, pint and gallon, foot and yard taught objectively.

SECOND YEAR.

Numbers to 100 taught. Fundamental operations considered separately. Drill upon tables of addition, subtraction, multiplication and division.

Partition of numbers. Practical Problems. Notation and numeration of numbers to 1,000. Work in denominate numbers continued and extended.

THIRD YEAR

Notation and numeration of numbers to 1,000,000. The written processes of numbers of not more than four figures. Multiplication with more than one figure in the multiplier.

Short division finished

FOURTH YEAR.

Long division; addition, subtraction, multiplication and division of U. S. money. Simple operations in addition, subtraction, multiplication and division of fractions with denominators not greater than ten. Multiplication of whole numbers by mixed numbers.

Prince's Arithmetic, No. 4, taken up and completed.

FIFTH YEAR.

Text-books taken, notation and numeration; thorough review of the fundamental operations with proofs. Fractional parts of numbers and simple operations with fractions. Elements of denominate numbers with practical applications. In all work attention should be given to stating the steps in proper form, and to correct explanations and analyses.

SIXTH YEAR.

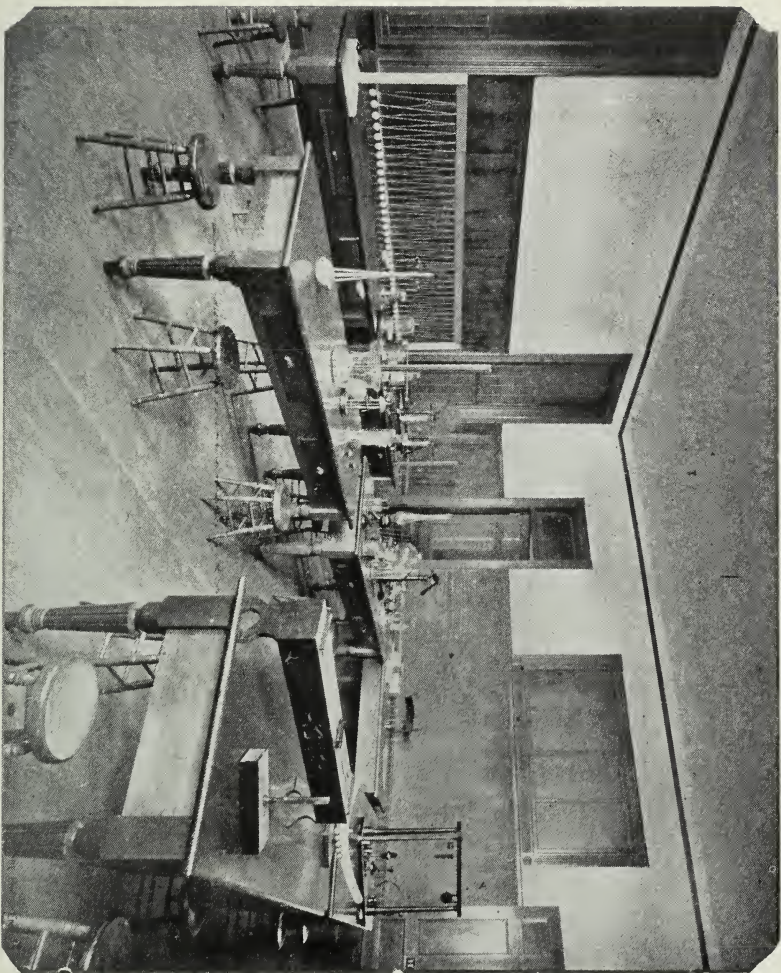
Common and decimal fractions reviewed and extended, with special attention to the reasons for operations. Reduction of common to decimal fractions and the reverse. Compound numbers. Mensuration of rectangular surfaces and solids. Problems in carpeting rooms. Longitude and time.

SEVENTH YEAR.

Thorough review of denominate numbers, with practical applications. The metric system, with some practice in simple operations involving the various units. Percentage, with applications that do not involve time. Profit and loss, commission, trade discount, simple work in reckoning interest. Special attention to the form of the work—clear, concise explanations and analyses being required. Drill in mental arithmetic involving analysis of ordinary business operations should form a part of the daily drill.

EIGHTH YEAR.

Applications in percentage involving time; problems in interest, to find the principal when other elements are given, or true discount; simple work in partial payments by U. S. rule; simple proportion, partnership, involution, evolution by factoring.



PHYSICAL LABORATORY.

NINTH YEAR.

Geometry (10 weeks); algebra (10 weeks); arithmetic (20 weeks). General review.

Geography.

THIRD YEAR.

Study of the forms of land and water near the Normal building.

Little Chico basin, the creek, mouth, source, branches, tributaries, banks, etc.

Pictures of forms that cannot be observed readily.

Stories read of mountains, volcanoes, the sea and its life, etc.

Stories of the different races of people.

Points of compass.

Drawing to a scale.

FOURTH YEAR.

Study of the earth as a whole.

Names of the divisions and oceans.

Study of the world ridge and the slopes from it.

Simple work upon the highlands and lowlands of each continent.

North America studied carefully. Stories told of its discovery and early settlement.

FIFTH YEAR.

First term, first quarter, study of North America; second quarter, United States; second term, South America; sand modeling and maps; drawing should accompany the work. Special attention should be paid to surface, as an important element in determining climate, and hence productions and distribution of the races. Cities should be located with reference to lines of trade, the cause of growth studied. The work should be made real, by means of pictures, book of travel, illustrated papers, etc.

SIXTH AND SEVENTH YEARS.

Globe work: The pupils' knowledge of climate, vegetable and animal life, etc., of one country to be made general. The earth as a member of the solar system—its form and size; the circles, kinds, names and uses; motions, kinds and their effects; zones and the climate and vegetable and animal life of each; people classified as to race, occupations, government, religions of each, etc.; Europe studied and compared with North America; much reading accompanies the work at each step.

EIGHTH YEAR.

First term, Asia, Africa, Australasia, with islands of the Pacific. Special attention to countries of historic or commercial interest, as China, Egypt, etc. Second term, Europe, and the countries of Europe. Causes and effects of climate, and their bearing upon animal and vegetable life.

Geographical causes of historic centers. Locations of areas of agriculture and mining and centers of commerce. Commercial relations between the different countries of the world, with special reference to the United States. Study of railroads. Especial attention to California.

Nature Study.**FIRST YEAR.**

Animals: Parts—head, body, limbs; food, care, home, uses, peculiarities. Observation of cat, dog, horse, cow, sheep and interesting animals from the museum. Resemblances and differences noted.

Plants: Parts of plant—root, stem, leaves, flowers, fruit.

Parts of flowers—calyx, corolla, stamens, pistil.

SECOND YEAR.

Parts of leaf—blade, petiole, stipules, base, apex, margin.

Arrangement on the stem.

Stems—flat, round, three sided, four sided, erect running, climbing and twining; direction of growth, shape and use.

Root—fleshy, fibrous and woody.

Use of roots.

Buds—leaf and flower.

Flowers—parts and arrangement.

Uses of the plant—food, clothing, medicine, and for building purposes.

Animal and bird study continued.

Birds classified as swimmers, divers, waders and scratchers.

THIRD YEAR.

Oral and written description of plants. Classification of plants as annuals, biennials and perennials.

Examination and comparison of fruits.

Animals related to those already studied.

FOURTH YEAR.

Roots classified as primary and secondary: Primary roots—fusiform, napiform, conical; illustration of various roots.

Flowers: Simple analysis, classification of flowers belonging to the rose and lily family, etc. Drawing, pressing, and mounting of several specimens. Animals previously studied classified as vertebrates and invertebrates. Lessons upon the special senses.

FIFTH, SIXTH, SEVENTH AND EIGHTH YEARS.

See Language and Geography.

NINTH YEAR.

Physics: Matter and its properties, extension, weight, inertia, etc.

Molecules, attractions, states of matter; pressure of liquids and gases.

Applications—simple machines and pumps: Heat—modes of producing, effect, to expand, to raise temperature, and to change the state of matter, applications. Electricity—mode of producing, friction and chemical action; effect—light, heat and magnetism; properties of magnets.

Application—the compass, electric light, etc. Other subjects—light, sound, etc.

The general plan of the work will be to perform an experiment before the class and to determine the reason for the effect. Drawings and descriptions should accompany work.

Drawing.

During the first four years Prang's two years' work in "Use of Models" is completed.

FIFTH YEAR.

Books III and IV Prang's Complete Course.

SIXTH YEAR.

Book VI and VII Prang's Complete Course. Nature Studies and Drawing to be closely related.

SEVENTH YEAR.

Book VIII and IX Prang's Complete Course.

Drawing to be freely used by pupils in connection with the work in Science.

EIGHTH YEAR.

Book X Prang's Complete Course.

Music.

Rote singing. Singing of the scale in all keys during first four years. Chorus practice three times a week.

Sight reading from charts and music readers, during last five years of course.

Writing.**FIRST YEAR.**

Blackboard and pencil practice upon the principles. Particular attention is given to the position of the body and the manner of holding the pencil.

Simple movement exercises to aid the pupil in controlling the muscles of the arm.

Copying of words and sentences from the blackboard.

Much practice in the formation of the letters.

SECOND YEAR.

Continue the drill of the first year.

Copying from the board.

Easy sentences composed and written by the pupils.

THIRD YEAR. FOURTH YEAR.

Continue movement exercises of the second year. Special drill upon the small letters and capitals.

FIFTH, SIXTH, SEVENTH, EIGHTH, NINTH YEARS.

Penmanship taught to the department as a whole by means of blackboard copies, and books of blank paper. Vertical system, all pupils excused from the class who do excellent written work in all classes.

Alumni.

Date of Graduation, June 18, 1891.

Leora B. Collins (1). Independence.	Chas. A. Reynolds..San Francisco.
Lillian EarllChico.	Lorinda M. Sauber.....Chico.
Mabel D. HendricksAlameda.	Josie I. Small (3).....Chico.
Jeannie M. LowellChico.	Gladys M. Spencer (4).Susanville.
Julia I. Mann (2)Stockton.	Stella M. StilesPentz.
Cora NasonChico.	Hazel R. Wood (5). ..Escondido.
James C. RaySutter.	Esther A. WrightManton.
Samuel S. Ray.....Selma.	

December 21, 1891.

Anna Williamson.....Chico.	Ella Wood San Pasqual.
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June 16, 1892.

Isabelle Ames.....Newville.	Mary DavisKent.
Arvilla F. Bartlett(6)....Hollister.	Edna L. ElamTaylorsville.
Luella Barnum.....Ruby.	Lovey G. FordCollege City.
Evelyn BennerPrattville.	George E. Harvey.....Chico.
Mary E. Benner.....Chico.	Margaret Harvey (9)...Cedarville.
Fred A. BennettDawson.	Benj. F. HudspethCedarville.
Olive L. Boyles (7)Meridian.	Olive C. KelseyCleveland, O.
Charles H. Camper.... ..Chico.	Agnes McFeeleyOakland.
John H. CaveSan Jose.	Marietta StilesSusanville.
Frank N. ChaplinNord.	Bessie TaylorSalinas.
Elizabeth A. Clark (8).....Chico.	Anna L. Tillotson (10) Santa Paula.
Catherine A. CoadyLincoln.	Vesta E. VailOakland.

January 20, 1893

Gertrude A. Bell (11). .Palo Cedro.	Jessie Pearce (15)Paradise.
Ella L. CamperWheatland.	Myrtle Polsley (16)Red Bluff.
Mabel J. Dorn (12)Chico.	Halbert H. Sauber...Stony Ford.
Kate E. FryHurleton.	Edith Schorr (17)Chico.
Avis HopkinsMarysville.	Clara A. Shaw (18). Salt Lake City.
Bertha Lee (13).....Chico.	William E. Spoon.....Janesville.
Clara McLaughlin (14).Red Bluff.	Belle F. Stone (19)....Stony Ford.
Annie L. PearceParadise.	Lillian D. Weitemeyer(20)..Nord.

June 15, 1893

Ella L. BennettMaxwell.	James McGregorMagalia.
Virginia E. CamperChico.	Hannah I. Moak ...Douglas City.
Theresa Canelo (21)San Jose.	Carrie L. PhelpsMaxwell.
Lena DangleFort Jones.	Ella RinehartChico.
Levi C. HowlandChico.	Ellen M. Shaw.....Sanger.
Ida Kern (22)Chico.	Chas. A. Walker..Stockville, Nev.
Ralph KernNord.	Ellen G. Wright.....Red Bluff.
Imogene M. KimballChico.	



KINDERGARTEN.



PRIMARY DEPARTMENT.

November 20, 1893.

Rachel L. Hughes Maybert.

February 4, 1894.

Ida M. Klockenbaum Yuba City.

March, 1894.

Clare A. Polsley Red Bluff.

June 21, 1894.

Julia M. Abbott Chico.

Florence L. Bigelow Gridley.

Ellen F. Bunker (23) Colusa.

Agnes B. Collins (24) Chico.

Lulu M. Downing Tulare.

Delia D. Fish Red Bluff.

Susan M. Forrest Stockton.

Lotta K. Fortna Yuba City.

Camilla J. Giamboni Oakland.

Effie M. Gipson (25) Antelope.

Annie F. Glover Thermalito.

Carrie M. Gray (26) .. Mill Valley.

Lucy Harris Stockton.

Thomas P. Hendricks.. San Fran.

William R. Honodel... St. Louis.

Bertha R. Hughes (27).. Montana.

Aimee M. Jones Chico.

Etta F. Loveland.. San Francisco.

Una M. Lowell Prattville.

Estelle F. Matlock Red Bluff.

Isabelle F. Morison Oakland.

Adah A. Parker Napa.

Minnie C. J. Seat Gas Point.

Ella C. Stiles Black Diamond.

Estella Tarr (28) Sutter Creek.

Lottie M. Treanor Stockton.

Annie J. Welch Gridley.

Willie Wood Visalia.

January 25, 1895.

Teecie R. Baker Grizzly Bluff.

James H. Birch Orland.

Lea R. Birch Glenburn.

Lillian M. Shearin Oak Run.

Lorain Stilson Chico.

Sarah E. Williams Nordhoff.

April 12, 1895.

Nellie Salsbury.. Fall River Mills.

Maude Winders Chico.

June 18, 1895.

Gertrude Allen Fruto.

Birdie Baker Sites.

Maude Baker (34) Maxwell.

Susan E. Brown Norman.

Andrew J. Cartwright.. Grainland.

Kate C. Cain Colusa.

Louella Clark (29) Oakland.

Anna L. Garoutte (30). Marysville.

Clara B. Garoutte Chico.

Maude V. Garvey, North San Juan.

Charles Gostick Woodland.

Delia Gray Lincoln.

Ruby L. Green Williams.

Anna Hayes Biggs.

Rose A. Homan Malaga.

Mary M. Hygelund Farquhar.

Zetta Z. Nordyke Willows.

Maude Page (31) Davis Creek.

Anita Peach Napa.

Mabel Pendergriss Nordhoff.

Mary V. Reager Orland.

Wanda Reichling Jackson.

Ida A. Ryan Chico.

Grace Schorr Cana.

Emma Scribner Orland.

Nellie G. Smith Sacramento.

Mae T. Snider Biggs.

Cora S. Sprague Chico.

Jessie A. Starratt Fresno.

Frances A. Swain (32) .. Red Bluff.

Mabel L. Taylor Oakville.

Clare R. Tracy Cosumnes.

Alice Ledgerwood	Redding.	Zella Van Ornum	Durham.
Annie Lowrey	Colusa.	Lillian A. Wade (33)	Auburn.
Ellen A. Lynch	Orland.	Emma Weed	Chico.
Louise Matti	Berkeley.	Edward Williamson	Berkeley.
Jennette Nason	Quincy.	Emma Woelffel	Nordhoff.
Mildred Nason	Bayles.	May Woelffel	Willitts.

January 28, 1896.

Johanna Barnickel.	San Francisco.	Grace E. Mountain	Pittville.
Bessie W. Collins	Auburn.	Adella I. Nikirk	Chico.
Margaret A. Collins	Gridley.	Byron A. Nordyke	San Mateo.
George D. Culver..	Junction City.	Lena M. Owen ...	Newville.
Hallie A. Hallet	Butte City.	Louise M. Parry	Chico.
Elizabeth E. Hauselt. ...	Angels.	Lloyd A. Picotte	Berkeley.
Clara A. Hicks	Scott River.	Oscar H. Roesner	Nicolaus.
Jean L. Kelsey	Kern City.	Crilla D. Shonkwiler	Kennet.
Ivy E. Kern	Nord.	Ella M. Stineman	Wheatland.
Kate McGregor	Ashton.	Margaret Strouse	Redding.
George P. Morse	Igerna.	Marion H. Temple.	Altamont, Ariz.
Lucy E. Mount	Chico.		

April 8, 1896.

Jean Provan	Freeport.
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June 16, 1896.

Frank H. Allbright	Red Bluff.	Isabelle Mathews	Tehama.
Bert Ashurst	San Benito.	Mary F. Moak	Butte City.
Adelaide Bell	Saticoy.	Ora S. Moulton	Colusa.
Georgiana C. Carden	Igerna.	Angelina Potter	Chico.
Viola Crum	Crescent Mills.	Lillie Rinehart	Chico.
Kate Henderson	Red Bluff.	Birdie Salsbury	Clear Creek.
Rhoda Kemp	Corning.	Edythe Stone	Gridley.
Amelia Kirk	Manton.	Annie C. Swain	Marysville.
Edgar H. Marbut ...	Santa Cruz.	Mabel E. Trefry	Tucson, Ariz.
John W. Marbut, San	Louis Obispo.	Olive Willard	Red Bluff.

February 2, 1897.

Nettie J. Abbott	Chico	Effie Grant	San Francisco.
Olive V. Bedford	Shingletown.	Margaret J. P. Lewis	Venada.
Sue Davis	Afton.	Genevieve McGinness..	San Jose.
Bessie Coady	Douglas City.	Mattie E. White ...	Forest Ranch.
Lizzie DeLancie	Oroville.		

March 26, 1897.

Samuel W. Brown	San Lucas.	Clara L. Giles	Balls Ferry.
Ida Campbell	Corning.	Ernest Hudspeth	Lake City.
Galen Cummings	Nord.	Corinne Huson	Corning.
Katherine Daly	Fresno.	Margaret Nolan	Napa.
Mae Doane	Red Bluff.	Nellie Sperry	Stockton.
Beatrice Dower ...	San Andreas.		



TWO VIEWS OF GRAMMAR DEPARTMENT OF TRAINING SCHOOL.

June 18, 1897.

Hattie Baker	Grand Island,	Ethel Bryan	Sutter.
Mae Bennett.....	Nord.	Clara Cook.....	Cohasset.
Mary L. Bennett	Chico.	Stella John.....	Healeyville.

November 24, 1897.

Ina M. Jackson.....	Bradley.	Clara F. Smith	Etna.
Maude M. Johnston,	Forest Ranch.	Rosalia J. Smith	Etna.
Nellie M. Knowlton.....	Fresno.	Daisy E. Weitemeyer....	Castella.

December 10, 1897.

Edna G. Snook.....	Ono.
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January 28, 1898.

Mary A. Cain	Chico.	Nancy B. McGuire	Auburn.
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June 24, 1898.

Caroline L. Ames....	Proberta.	Florence R. McAnarlin.	Durham.
Cynthia C. Campbell..	Red Bluff.	Nellie F. McClard.....	Chico.
Annie L. Godbolt.....	Proberta.	Luther Parker	Durham.
Gertrude V. Gray....	Yuba City.	Cornelia E. Purinton.	Pleas't G've.
Grace Louise Jesser.....	Biggs.	Emily E. Richardson.	Susanville.
Clarence W. Leininger....	Nord.	Julia A. Richardson...	Susanville.
Henrietta F. Mann.....	Stockton.	Maude Agnes Riker. .	Oroville.
Lizzie A. Manseau....	Santa Cruz.	Stella M. Sheppard.....	Redding.
Edith Martin	Chico.	Sidney Estelle Taylor..	Red Bluff.

1. Name now Rhine.
2. Name now Barr.
3. Name now Avery.
4. Name now Burroughs.
5. Name now Salmons.
6. Name now Whigam.
7. Name now Jacobs.
8. Died March 17, 1897.
9. Name now Hudspeth.
10. Name now Barkla.
11. Name now Forrester.
12. Name now Smith.
13. Name now Tripp.
14. Name now Blossom.
15. Name now Jenkins.
16. Name now Spencer.
17. Died November 5, 1896.

18. Died March 9, 1897, name then Schweikhart
19. Name now Sauber.
20. Name now Kern.
21. Died.
22. Name now Harvey.
23. Name now McConnel.
24. Name now Thomas.
25. Name now Henderson.
26. Name now Klyce.
27. Name now Tipton
28. Died Nov. 2, 1896, name then Hipkins
29. Name now Partenscky.
30. Name now Logan.
31. Name now ———
32. Name now Saunders.
33. Name now Burnett.
34. Died May 28, 1898.



Catalogue of the Students

In the Normal Department During the Year 1897-98.

TEACHERS TAKING SPECIAL WORK.

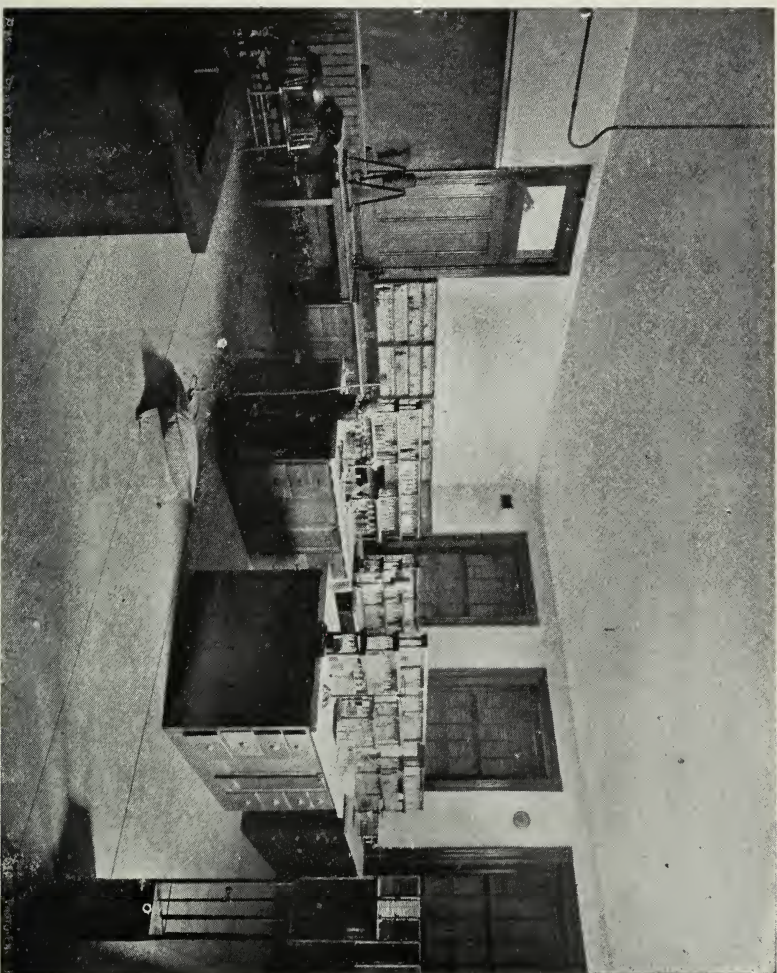
Evelyn Benner	Prattville.	Bessie Taylor	Salinas.
Virginia Camper.....	Chico.	Etta L. Walker	Etna.
Catherine Coady	Chico.	Anna Williamson.....	Chico.
Clara M. McQuade.....	Chico.	Emma A. Wilson	Chico.
George P. Morse	Chico.		

EIGHTH TERM STUDENTS.

Caroline L. Ames.....	Proberta.	Nellie E. McClard.....	Chico.
Mary A. Cain.....	Chico.	Nancy B. McGuire.....	Auburn.
Cynthia C. Campbell..	Red Bluff.	Luther Parker.....	Durham.
Annie L. Godbolt.....	Proberta.	Cornelia E. Purinton..	Pleas't Gr'Ve.
Gertrude V. Gray.....	Yuba City.	Emily E. Richardson..	Susanville.
Ina M. Jackson	Chico.	Julia A. Richardson..	Susanville.
Lucy G. Jesser.	Biggs.	Maude Agnes Riker....	Oroville.
Maude M. Johnston	Chico.	Stella Sheppard	Redding.
Nellie M. Knowlton.....	Fresno.	Clara F. Smith	Etna.
Clarence W. Leininger....	Nord.	Rosalie J. Smith.....	Etna.
Henrietta F. Mann.....	Stockton.	Edna G. Snook	Chico.
Lizzie A. Manseau....	Santa Cruz.	Sydney Estelle Taylor..	Red Bluff.
Edith Martin.	Chico.	Daisy Weitemeyer	Corning.
Florence R. McAnarlin..	Durham.		

SEVENTH TERM STUDENTS.

Manuel B. Bairos.....	Biggs.	Belle Mansfield	Chico.
Josephine Boyle	Chico.	Lizzie Mulcahy.....	Grass Valley.
Adah Clark	Chico.	Rosa A. Peter	Oroville.
May Clark ...	Tehama.	Emma Rees.....	Leesville.
Ora V. Combs.	Red Bluff.	Mattie Rowley.....	Red Bluff.
Ethel C. Dunbar	Stockton.	Alma Sheppard	Redding.
Daisy Garoutte.....	Chico.	Irene Smith.....	Honcut.
Alexandra Heckle.....	Red Bluff.	Maude Taylor	Durham.
Ellen T. Hicks	Scott River.	Grace Turner	Chico.
Helen S. Hutchinson....	Oakland.	Grace Williams.....	Red Bluff.
Ada Longenecker	Nelson.	Virginia Wright.....	Chico.



CHEMICAL LABORATORY.

SIXTH TERM STUDENTS.

Annie Anderson	Corning.	Grace Henderson	Chico.
Florence Anderson	Nord.	Mabel Howard	Colusa.
Jessie Barnard	Chico.	Elfrieda Junkans	Weaverville.
Isabelle Bartlett	Chico.	Grace Kirk	Hollister.
Myrtle Blackford	Maxwell.	Josiah Kirk	Chico.
Mattie Bruce	Yuba City.	John D. Kuster	Wheatland.
Mary Cassidy	Sacramento.	May Manseau	Santa Cruz.
Mattie Cotten	Kirkwood.	Mary Mason	Gridley.
Ella Flanagan	Orland.	Carrie Mavity	St. Helena.
Stella Frey	Winters.	Rosa McIntosh, Strawberry Valley.	
Homer Garoutte	Chico.	Francis McManus	Chico.
Leila Graves	Chico.	Mattie Parks	Oroville.
Lucile Graves	Chico.	Eva M. Riker	Oroville.
John Guill	Chico.	Gwendolen Roesner	Kent.
Lottie Hallet	Chico.	Jennette Southern	Sims.
Mabel Hansen	Marysville.	Ethyl Streeter	Biggs.
Emma Harvey	Chico.	Mabel Wood	Meridian.

FOURTH AND FIFTH TERM STUDENTS.

Edward H. Abbott	Prattville.	Julia McCormack	Auburn.
Lottie Bedwell	Chico.	Nellie McMurray	Stockton.
Frank C. Birch	Chico.	Mabel L. Mery	Chico.
Jennie Boyle	Chico.	Mattie Messinger	Chico.
Edgar A. Boyles	Gridley.	James D. Moak	Chico.
Theresa Capurro	Oroville.	Cora Moyer	Chico.
Lillie Carder	San Francisco.	Winnie J. Northgraves	Chico.
Zilpha Clark	Chico.	Mabelle Parker	Williams.
Mabel Daugherty	Chico.	Belle Rader	Gazelle.
Phebe Denny	Etna.	Sherman Reynolds	Chico.
Genevieve Dunn	Santa Rosa.	Grace Rittinger	Auburn.
Gabrielle Flanagan	Orland.	Aimee Sauer	Quincy.
Will C. Graf	Chico.	George Shedd	Fresno.
Edith Gustin	Chico.	Robert R. Simons	Chico.
Katie Hannah	Maxwell.	Richard H. Sisk	Stonyford.
Henrietta Henderson	Chico.	Richard M. Sisk	Stonyford.
Scott Hendricks	Honcut.	Mattie Springer	Chico.
Clara Hicks	Chico.	Maude Stanford	Chico.
Agnes Hoffman	Chico.	Mamie B. Starbuck	Weimar.
Freedom Hoffman	Chico.	Eleanor F. Stilson	Chico.
Fred L. Hutchinson ..	Wheatland.	Mabel Stout	Willows.
Ida Johnson	Chico.	Leona E. Sweeney	Likely.
Laura M. Lopp	Chico.	Kate B. Taylor	Montague.
Jerre G. Lynch	Cottonwood.	Lois O. Wilkenson ..	Orangeville.
Olive Martin	Chico.	Helen I. Woods	San Francisco.
Margaret Matthews ..	Sacramento.	Lillie Wright	Chico.
Wm. B. McClard	Chico.		

THIRD TERM STUDENTS.

Jessie Bicknell	Chico.	James T. Matlock.....	Red Bluff.
Ella Campbell.....	Red Bluff.	May E. Mitchell	Nord.
Annie Dillon	Chico.	Eva Moak	Chico.
Emily Hutchins	Chico.	Belle Moore.....	Chico.
Letsy Jewell	Chico.	Clarence Richardson	Chico.
Llewellyn Johnson	Chico.	Josie Robbie	Chico.
Josie Kenrick	Butte City.	Loretta Taylor	Manton.
Mamie Lang.....	Red Bluff.	Burton Van Ornum.....	Chico.
Anastasia Malia.....	Magalia	Jessie Word.....	Latrobe.

SECOND TERM STUDENTS.

Kenneth Allen.....	Chico.	Winona Hendricks.....	Honcut.
Lillie Baker	Chico.	Ola Hobson.....	Biggs.
Agnes Bell	Nord.	Pauline Jackson	Chico.
Evadne Bennett	Chico.	Tillie Kean	Maxwell.
Guy Bennett	Chico.	Etta Kenrick.....	Butte City.
Myrtle Birch.....	Chico.	Isador Knight.....	Forest City.
Anna Boardman	Leesville.	Floyd Lawrence.....	Chico.
Edith Boardman	Leesville.	Abbie Ludy.....	Butte City.
Lulu Boardman.....	Leesville.	Ellen Lyons	Chico.
Anna P. Calder.....	Willows.	Hardie Mansfield	Chico.
Karl Campbell	Chico.	Pearl McMillan	Chico.
Clyde Canterbury.....	Oak Run.	Margaret McQuade.....	San Francisco.
Verne Carter	Vina.	Ruth Mery	Chico.
Artemisia Christian.....	Orland.	Finnelly Mitchell.....	Nord.
Blanche G. Clements ..	Red Bluff.	Annie Mulligan.....	Lincoln.
Louise Collins	Chico.	Elizabeth Myers	Gridley.
Nellie Collins	Chico.	Rachel Myers.....	Gridley.
Aimee Creed	Hamburg.	Blanche Paulsell.....	Chico.
Clifford Crowder	Chico.	Bruce Richardson	Chico.
Mary Dinsmore	Redding.	Ovid H. Ritter.....	Chico.
Ida Dorsch	Quincy.	Frank S. Robinson.....	Chico.
Kate Dorsch.....	Quincy.	Deborah J. Robson....	Marysville.
Kathleen Eggleston	Colfax.	Ada E. Rose	Gridley.
May Eggleston.....	Colfax.	Flor'nce Rummelsburg.....	Dunnigan.
Bertha Fish	Chico.	Marie Sabelman.....	Proberta.
Mabel Garvin	Red Bluff.	Edith Stevens	Chico.
Bert Glover.....	Corning.	Albert Thompson	Nord.
Willie Guynn.....	Nord.	Olive Vadney	Chico.
Maggie Harkness.....	Oroville.	Maude Walsh	Chico.
Ina Hedger	Live Oak.	Jesse Waste	Chico.
Ruby Heimbach	Chico.	Clay Zumwalt	Williams.
Otis Helphinstine.....	Chico.	Kittie Zumwalt	Williams.
Lizzie Henderson.....	Chico.		



FRONT GATES.



FRONT WALK, WITH DOUBLE ROW OF MAPLES.

FIRST TERM STUDENTS.

Azel H. Avis	Sacramento.	Jessie McBride	Sisson.
Mabel Benjamin.....	Chico.	Anna Messinger.....	Chico.
Liston Clark	Chico.	Edward Moore	Chico.
Lulu Clark	Williams.	Winifred E. Morrison.	Marysville.
T. B. Crowder.....	Chico.	Olive Owens	Butte City.
James G. Garrison.....	Cohasset.	Emma G. Rose.....	Gridley.
M. Ella Hand	San Jose.	Dollie Rowlee.....	Delano.
Carrie Hart	Round Mountain.	Fanny Rowlee	Delano.
Dewey Honodel	Chico.	Edith Ryan.....	Anderson.
Ralph Hutchinson ...	Wheatland.	Jennie Ryan	Chico.
Wesley Jones	Chico.	Wesley Shonkwiler.....	Chico.
Emma A. Kunz.....	Fort Jones.	Mattie L. Smith.....	Lovelock.
Martin Kuster.....	Wheatland.	Mabel Waste.....	Chico.
Charles Locey	Chico.		

SUMMARY

Total number of Alumni, - - - - -	252
Total number of students enrolled in Normal Department, -	255
Total number of students enrolled in Grammar Department, -	96
Total number of students enrolled in Primary Department, -	74
Total number of students enrolled in Kindergarten Department, -	28



Schedule of Exercises of the State Normal School at Chico, California.

Time	Museum. SEYMOUR.	Room E. *RITTER.	Room F. HENDERSON	Room D. MILLER.	Room C. WILSON.	Room J. BALLARD.	Room 5. ROOM H. ADAMS.	Room B. BANGS.	Room A. HOWLAND.	Grammar Department. FULLER.	Primary De- partment. ROGERS.	Kinder- garten. MCQUADE.
8:30.	All students will please be in their seats in the Assembly Hall at this time, abstain entirely from studying or talking, and participate in the opening exercises.											
9:00	1st Term. Botany I.		3d Term Psychology.	2d Term. General History.	M. W. 5th Term. T. T. 6th Term. Drawing.	4th Term. English Selections.	6th Term. Chemistry.	1st Term. M. Reading I. T. W. T. F. Grammar, etc I	1st Term. Arithmetic II.	7th Term. 8th Term. Teaching.	7th Term. 8th Term. Teaching.	5th Term. Observation. 7th Term. 8th Term. Teaching.
9:45	1st Term. Botany II.	3d Term. Algebra.	4th Term. Child Study.	7th Term. Geography and History of U. S.	T. T. F. 1st ½ of 5th Term. Meth- ods in Geog- raphy and History.	5th Term. American Prose.		1st Term. M. Reading I. T. W. T. F. Grammar, etc., II.	F. 2d Term. Bookkeeping	8th Term. Teaching.	8th Term. Teaching.	5th T. Obser- vation. 7th and 8th T'ns Teaching.
10:30	T. T. F. 2d ½ of 5th Term. Meth- ods in Math- Science.	M. W. F. 2d ½ of 6th Term. Meth- ods in Math- ematics	M. W. 5th Term. T. T. 6th Term. History of Education.		1st ½ of 4th Term. Sloyd. 2d ½ of 3d Term. Clay Modeling.	M. W. F. 1st ½ of 6th Term. Meth- ods in English.		1st Term. M. Reading II. T. W. T. F. Grammar, etc., II.	1st Term. Arithmetic, I.	7th Term. 8th Term. Teaching.	7th Term. 8th Term. Teaching.	5th Term. Observation.
11:15	2d Term. Zoology.	5th Term. Geometry.			1st Term. T. T. Music I. M. W. F. Drawing I.	6th Term. English Poetry.	4th Term. Physics.			7th Term. 8th Term. Teaching.	7th Term. 8th Term. Teaching.	8th Term. Teaching.
1:30	3d Term. Physiology.	6th Term. Geometry.	8th Term. Philosophy of Education.		1st Term. T. T. Music II. M. W. F. Drawing II.	T. T. 7th Term. Civics.	5th Term. Physics.	2d Term. Composition, etc.				7th Term. Theory.
2:15		4th Term. Algebra.		8th Term. Geography.	2d Term. T. T. Music. M. W. F. Drawing.			3d Term. American Selections.		7th Term. Teaching.	7th Term. Teaching.	8th Term. Theory.
3:00			1st ½ of 8th Term. School Law.				2d ½ of 7th Term. Elocution.		1st ½ of 7th Term. Arithmetic.	2d ½ of 8th Term. Teaching.		

All students will please withdraw from the building as soon as their last exercise is completed, unless special permission is obtained from the President to remain longer.
 No member of the Faculty should assign duties to any student that will in the aggregate employ more than from 1 to 1½ hours daily of the student's time beyond that provided for in this schedule.
 * Temporarily in charge.

UNIVERSITY OF ILLINOIS-URBANA



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